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ABSTRACT

This handbook is designed for use by counselors and teachers in working with students who plan to enter the working world during or following high school; however, the information contained in the book should be useful in working with all students whether they plan to go to work, to college, or both. Following an introduction, the handbook is organized in 12 chapters. Topics covered include the following: helping students explore interests, abilities, and limitations; standardized tests; career decision making, decision-making skills; involving the student's family in career decisions; how to get hired, including finding job openings, filling out applications, writing resumes, handling job interviews, and affirmative action; what to expect after initial employment; exploring self-employment; vocational education programs in secondary schools; postsecondary vocational-technical training programs; counseling the handicapped; sources of information for present and future career opportunities in your community that do not require a college degree; planning a career guidance program; and sources of free and inexpensive career information materials. (KC)

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The High School Student in the Working World — A Handbook for Counselors

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PREFACE

The idea for this publication can be traced to the Commissioner's National Conference on Career Education held in Houston in 1976. This one-of-a-kind Conference was sponsored by the United States Office of Education, in cooperation with the Greater Houston Area Education Foundation, with Kenneth Hoyt, representative of USOE, and T. S. Hancock, President of the Foundation, providing leadership. In 1980, it was Hancock who developed the idea of using the resources from the Conference to help educators improve school services in career education to the non-college bound student. This publication is a result of that idea. The Greater Houston Area Education Foundation provided a grant for the preparation of this manual, and the Texas Education Agency published and distributed it.

The authors of this publication are:

Christopher Borman
Department of Educational Psychology

Sharon Colson
Center for Education and Research
in Free Enterprise

Mary Cox
Department of Educational Psychology

Donald Herring
Department of Agricultural Education

Texas A&M University
College Station, Texas 77843

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RAYMON L. BYNUM, Commissioner of Education
(Executive Officer of the State Board of Education)

GRACE S. GRIMES, Deputy Commissioner
for Planning/Accreditation,
Professional and Program Development

Deputy Commissioner
for Program Administration and Finance

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Arnulfo Balboa
Division of Occupational Education and Technology
Texas Education Agency

Jeanine Hicks
The Advisory Council for Technical-
Vocational Education in Texas

Neal McBryde
Dean of Occupational Education
Bee County College
Beeville, Texas

James Salmon
Division of Accreditation
Texas Education Agency

Patricia Shell
Deputy Superintendent for Special Services
Houston Public Schools

Annyelee Smith
Vocational Counselor
H. M. King High School
Kingsville, Texas

Another individual deserving special recognition is M. K. Evers who was responsible for the photography work.

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Introduction

"Work is love made visible."

Kahil Gibran

There is a change in today's career world. There are unlimited horizons for youth whose only inhibition may be that they are unaware that such horizons are within their grasp. Education for a successful future is not limited to a four-year college degree. There are ways now to earn and learn, to train for a skill on the job while studying courses either geared to the job or one's independent interests. More and more educational institutions are accessible for those who want to supplement work with education — to build a working skill without losing the benefits the classroom has to offer.

Work takes a large segment of our lives in terms of time, energy and creativity. The images that we maintain of ourselves are determined to a large extent by our work. There are far too many workers in America today who dread the start of each working day. Dissatisfaction is found among all types of workers — carpenters, electricians, auto mechanics, middle level executives, and even corporation presidents. A national poll conducted by one of the television networks indicated that one out of every three Americans is unhappy with his/her job.

We need to rethink our ideas and attitudes about the worth of various jobs and what constitutes job satisfaction. For many years parents and educators have been prone to encourage students to select career fields that require attendance at a four-year college or university. Frequently, students have been pressured into occupational fields simply because they had the ability to attend college. In recent years, however, these ideas and attitudes about jobs have been changing. Occupations that require technical and vocational training are being given more attention by young people and adults.

Many people do not find jobs they like simply because they have not been given opportunities to find out what kinds of work they do best or enjoy most. As educators and adults we need to commit ourselves to career guidance programs that help students find occupations which afford them a good income along with satisfaction and dignity. Students must feel free to experiment, and they must feel free to try their minds and their hands (Westfall, 1978).

Not all career guidance is or should be provided by specially trained counselors. Effective implementation of a career guidance program in an educational setting requires the combined efforts of counselors, teachers, community leaders, representatives from business and industry and parents. School districts first began hiring counselors because of a recognized need for career guidance services. Over the last fifty years, career guidance programs have benefited through the development of a great variety of career information materials, sophisticated interest and aptitude tests, computer-based guidance programs and innovative individual and group counseling techniques. Yet, students and parents still indicate a need for better career guidance programs. In an article in *The Personnel and Guidance Journal* which reported on a nationwide study of student career development, the authors concluded that student-expressed need for help with career planning is in sharp contrast to the amount of help students feel they receive (Prediger, Roth & Noeth, 1974). In fact, the authors stated that if we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished and physically retarded. The purpose of this book is to assist counselors and teachers in providing career guidance services that will more effectively meet the needs of the students they serve.

An extensive library search in September of 1979 failed to identify a self-contained source book that counselors could use to counsel students who desire part-time and full-time employment. Guidance and vocational personnel in the Texas Education Agency and in the United States Office of Education were contacted and neither could cite the existence of such a handbook. At the outset of this project, it was established that (1) a handbook intended for use by secondary school personnel in counseling the career-bound student was not available and (2) educational personnel expressed strong support for preparation of such a document.

A proposed table of contents for a counselor handbook was prepared by personnel at Texas A&M University and then submitted to selected school personnel, to counselors-in-training and their professors, and to personnel managers in businss and industry for their review and comment. Based on comments and suggestions received from these individuals, a revised table of contents for the counselor handbook was developed. A private foundation, The Greater Houston Education Foundation, was contacted to see if it might be interested in financing the development of a counselor handbook for career-bound youth. Foundation board members were enthusiastic about the proposed project and decided to fund it.

This career guidance handbook is the result of the efforts of a dedicated project staff, reviewer comments from a competent advisory committee, and financial support from The Greater Houston Education Foundation. The Special Education Division and the Department of Occupational Education and Technology at the Texas Education Agency provided special input as well. This handbook is intended for use by counselors and teachers in working with students who plan to enter the working world during or following high school; however, the information contained in this book should be useful in working with all students whether they plan to go to work, to college, or both.

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Prediger, D. J., Roth, J. D. & Noeth, R. Career development of youth: a nationwide study. *The Personnel and Guidance Journal*, 1974, *53*, 97-104.

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CHAPTER I

Helping Students Explore Interests, Abilities, Values, Potentialities, and Limitations

One of the basic needs that young people have with regard to healthy career development is an adequate understanding of their own interests, abilities, values, potentialities and limitations. Thus, a vital element of the career decision making process is an accurate self-assessment. Individual students constantly receive some kind of feedback regarding each of these aspects. Unfortunately, however, the information they receive may be inadequate to provide a firm foundation of knowledge for the career decision making process. Further, students often need help in assimilating information about themselves in such a way that they can understand its relationship to career decision making and apply it in an effective manner.

Counselors and teachers can help meet the basic career development needs of students by planning and implementing an effective appraisal program designed to assist students in the decision making process. When developing such a program, both standardized testing and informal assessments should be considered. It is important that a proper balance of both types of data be secured in order to provide a complete and accurate profile of the students. It would be a mistake, for instance, to rely exclusively on standardized tests. Data secured from such instruments while very helpful, do not give a complete picture unless combined with data derived from informal assessment sources.

Standardized Tests

Standardized testing programs in public schools have sometimes been critized, often with good reason. The misuse of standardized testing by some schools is not a just cause, however, for abandoning what can and should be a vital element of a complete appraisal program for a school district. Some of the major criticisms have included:

(1) Over-dependence on standardized testing while neglecting to utilize informal appraisal methods.

(2) Failure by school counselors to interpret the results of tests to the students.

(3) Lack of balance in standardized testing programs (emphasis on measures of achievement and intelligence, but failure to emphasize measures that would be helpful to students in career decision making, i.e., interest and aptitude tests and tests designed to measure work values and career maturity).

(4) Inappropriate use of test results (over-emphasis on test results for prediction rather than for description, i.e., over-emphasis on using tests for specific decision making rather than for better self-understanding) (Crites, 1968).

(5) Lack of planned, systematic, standardized testing programs designed for the unique needs of the school and community.

(6) Failure to properly orient students to the purpose of the tests being administered and to acquaint them with testing procedures.

If these and other pitfalls are avoided, a standardized testing program can be an asset to the guidance program of a school. The process of planning and implementing a standardized testing program must be deliberate and systematic.

Planning a standardized testing program. Discussion of this topic is limited to planning a standardized testing program specifically designed to assist students in career decision making. Many schools do an adequate job in planning and implementing a testing program for measuring student intelligence and achievement and some have even included measures of interests and aptitudes, but many fail to include measures of work values and career maturity. A balanced testing program should also include a sequential program appropriate for the maturity level of students.

In planning a testing program designed to assist students in career decision making, it is suggested that the school districts designate a school "testing committee" consisting of counselor(s), teachers, and administrator(s). The committee would be responsible for researching possible instruments and making recommendations for the school's testing program. The program should be planned between six months and a year in advance of the time when it is actually to take place (Lennon, 1972).

The committee should proceed as follows:

(1) Formulate a statement of the purposes to be served by the testing program — a definition of the goals sought by the program.

(2) Determine what tests are available. To accomplish this, a study should be made of the

catalogs of the various test publishers. These catalogs describe offerings in many areas, and the committee can readily determine which tests it should consider or examine. Also, the committee could refer to a publication by Buros entitled, *Tests in Print* (Buros, 1974), which provides a comprehensive, classified list of published tests.

(3) Secure assistance from a guidance consultant in an Education Service Center if one is available.

(4) Determine the testing programs being utilized in other school districts of comparable size and composition.

(5) Secure specimen sets of tests from publishers which are considered appropriate possibilities by the committee and examine in detail. In evaluating these tests, use should be made of critical reviews of the tests such as those found in the *Mental Measurements Yearbook* (Buros, 1978). Careful consideration should be given to such factors as the way norms were established, sex-role stereotyping or discrimination, validity, reliability, intended population, cost, time required and scoring options.

Once the committee has carefully evaluated all the options, recommendations should be formulated and presented to the faculty, then to the school board for final approval. There must be adequate provision in the budget for the test materials, and ample time must be given to permit tests to be ordered and secured well in advance of their intended use.

Once the approved testing program is implemented, continuous evaluation of each test must be made to determine its effectiveness and appropriateness for the students being tested.

Securing a balanced testing program. While it would not be appropriate for the writers to recommend a specific testing program for a school district, it is suggested that a balanced program be planned to include one or more instruments from each of the following categories: interests, aptitudes, work values, and career maturity.

Table 1 is not intended to be all inclusive, but serves only to illustrate some of the more commonly used instruments in each category. The testing committee for the school district should examine other instruments that are available in determining the most appropriate testing program for its students and should order specimen sets of all tests being considered. Information provided for each test listed is adapted from material in a book by Herr and Cramer (1979) entitled *Career Guidance Through the Life Span* and from a publication written by Crowley, Gustafson and Moore (1976) entitled *Career Assessment Instruments for Secondary School Counselors*.

Administering tests. Careful attention should be given to the proper administration of standardized tests to students. The following suggestions are offered:

(1) Plan the testing program well in advance so that it is a part of regularly scheduled school activities.

(2) Make sure that those taking the test, as well as those administering the test, have all the necessary supplies.

(3) Prior to the testing, provide the test administrators copies of the test and written instructions outlining what is required of them.

(4) Arrange testing facilities and schedules so that those taking the test will not be uncomfortable nor distracted.

(5) Help those taking the test and their teachers understand the purpose of the test and what it is they are expected to do.

(6) Carefully monitor the actual testing to identify and eliminate any gross discrepancies in the testing procedure (Denton, 1973).

Interpreting test results to students. One of the common criticisms of standardized testing programs is the failure to interpret test results to students. A detailed treatment of test interpretation is beyond the scope of this document, but the following principles presented in the publication, *Career Assessment Instruments for Secondary School Counselors* (Crowley, Gustafson and Moore, 1976), are offered for consideration:

(1) The scores belong to the person tested. (Every individual who is asked to take a test is entitled to the results.)

(2) Error is inherent. (Since a test is a sample of behavior, error is inherent. A test score should be considered as a *range* of possible scores and test interpretation should take this into consideration.)

(3) Self-understanding is crucial. (Test interpretation should contribute to better self-understanding by the students. It is advisable to discuss students' perceptions of their performance.)

(4) A test is a tool. (The counselor must be skillful in the use of the test. He/she must be intimately familiar with every aspect of the test, and make maximum use of the test manual.)

(5) Interests and aptitudes are not synonymous. (Interest does not necessarily imply ability; interest scores must be used in conjunction with other factors. A person can have an aptitude for a particular area, but without interest in the area, the aptitude is of little value.)

(6) Test results are not fixed and unalterable. (Counselors should develop and implement procedures to insure the systematic review of permanent files.)

(7) A little testing goes a long way. (Counselors should be aware of the dangers of overtesting. Tests should not be given unless there is a clear reason to do so.)

(8) Tests predict for groups of individuals. (While test results are useful in counseling individuals, it must be remembered that their predictive validity is determined for *groups* of individuals with similar scores.)

(9) Some tests assume that men and women must

TABLE 1
Comparative Matrix of Instruments

Instrument	Publisher	Population	Time	Scores
		INTEREST INVENTORIES		
California Occupational Preference Survey	Educational and Industrial Testing Service P.O. Box 7234 San Diego, California 92107	Grades 9-16	Approx. 40 min.	Yields scores in the following eight major groups according to two levels each (professional and skilled): Science, Technology, Business, Linguistic, Aesthetic, Service, Outdoor and Clerical.
Career Assessment Inventory	National Computer Systems NCS/Interpretive Scoring Systems 4401 West 76th Street Minneapolis, Minn. 55435	Grades 8-Adult	Approx. 45 min.	Yields scores according to Holland's six personality types and 22 basic interests; also yields 42 specific occupational scores.
Kuder General Interest Survey — Form E	Science Research Associates, Inc. 115 North Wacker Drive Chicago, Illinois 60606	Grades 6-12	45-60 min.	Provides ten interest scales in outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical plus verification (V) score.
Kuder Occupational Interest Survey — Form DD	Science Research Associates, Inc. 115 North Wacker Drive Chicago, Illinois 60606	Grades 11-16 and Adults	30-40 min.	Provides 77 occupational scales and 29 college major scales for men and 57 occupational scales and 27 college scales for women.
Minnesota Vocational Interest Inventory	The Psychological Corporation 757 Third Avenue New York, New York 10017	Males 15 and over not planning to attend college	45-50 min.	Yields nine area scales (mechanical, health service, office work, electronics, food service, carpentry, sales-office, clean hands, and outdoors); also yields 21 occupational scales for skilled occupations.
Ohio Vocational Interest Survey (OVIS)	The Psychological Corp. 757 Third Avenue New York, New York 10017	Grades 8-12	60-90 min.	Scores are provided in 24 occupational areas.

Table 1 (continued)

Instrument	Publisher	Population	Time	Scores
Self Directed Search	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, California 94306	Grades 9-12	40-60 min.	The assessment booklet is organized in terms of Holland's six personality types (realistic, investigative, artistic, social, enterprising, and conventional). Separate sections on occupational daydreams, activities, competencies, occupations and self estimates determine a person's resemblance to each type.
The Strong-Campbell Interest Inventory	Stanford University Press Stanford, California 94305	Grades 11-Adult	30-45 min.	Yields scores on six general occupational themes (Holland's six personality types), scores on 23 specific area scales, and scores on 124 occupational scales.
Vocational Preference Inventory	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, California 94306	Grades 9-Adult	Approx. 30 min.	Yields six personality scales and five experimental scales (Realistic, Intellectual, Social, Conventional, Enterprising, Artistic, Self-Control, Masculinity, Status, Infrequence, and Acquiescence).
		APTITUDE TESTS		
Academic Promise Test	The Psychological Corporation 757 Third Avenue New York, New York 10017	Grades 6-9	90 min.	Yields scores in verbal, numerical, abstract reasoning and language usage as well as a total score (the sum of the four scores).
Armed Services Vocational Aptitude Battery (ASVAB)	United States Military Enlistment Processing Command Ft. Sheridan, Illinois 60037	Primarily high school seniors, but lower classes can be tested	2½ hours	Scores on nine subtests are reported as well as five composites. Scores are coding speed, word knowledge, space perception, mechanical comprehension, shop information, automotive information, electronics information, arithmetic reasoning, and tool knowledge.
Differential Aptitude Tests (DAT)	The Psychological Corporation 757 Third Avenue New York, New York 10017	Grades 8-12 and Adults	Approx. 4 hrs.	There are eight tests yielding nine scores. These are: verbal reasoning, numerical ability, abstract reasoning,

Table 1 (continued)

Instrument	Publisher	Population	Time	Scores
				clerical speed and accuracy, mechancial reasoning, space relations, spelling and language usage, and a combined VR and NA score.
General Aptitude Test Battery (GATB)	United States Employment Service (Contact Local Employment Service Office)	Grades 9-12 and Adults	2½ hours	There are twelve tests measuring nine aptitudes: intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity.
		WORK VALUES INSTRUMENTS		
Hail Occupational Orientation Inventory	Scholastic Testing Service, Inc. 480 Meyer Road Bensenville, Illinois 60106	Three levels: Grade 3-7; high school and college; handicapped adults		Based on Maslow's personality need theory and DOT. Yields 22 scale scores.
Minnesota Importance Questionnaire (MIQ)	University of Minnesota Press 2037 University Avenue S.E Minneapolis, Minn. 55455	Males and females, all levels except professions and self-employment	30 min.	Yields scores on twenty vocationally-relevant need dimensions. A validity score is also reported.
Work Values Inventory (WVI)	Houghton Mifflin Co. One Beacon Street Boston, Mass. 02107	Grade 7-Adult	15 min.	15 values relating to job success and satisfaction, combined into four factors: material, goodness of life, self-expression, and behavior control.
		CAREER MATURITY INSTRUMENTS		
Assessment of Career Development (ACD)	The American College Testing Program Houghton Mifflin Company One Beacon Street Boston, Mass. 02107	Grades 8-11	2 hours	Results are reported for 42 specific questions. Also provides three measures of occupational knowledge and one of career planning. In addition, a summary of occupational experience score is reported in terms of six occupational clusters.

Table 1 (continued)

Instrument	Publisher	Population	Time	Scores
Career Development Inventory	Unpublished- Author is Donald E. Super Professor of Psychology & Education Teacher's College Columbia University New York, New York 10027	Grades 7-12	45 min.	Yields one cognitive and two attitudinal scores. The 30-item cognitive scale is defined in terms of career information and decision making. The attitudinal scales include planning orientation (33 items) and resources for exploration (28 items).
Career Maturity Inventory	CTB/McGraw Hill Del Monte Research Park Monterey, Calif. 93940	6th grade reading level through college seniors	Approx. 2½ hours	There are two tests — the attitude test and the competency test. The attitude test measures the subjective reactions that the individual has toward making a career choice and entering the world of work. The competency test measures the more cognitive variables involved in choosing an occupation.

play vastly different occupational roles. (Counselors should be reminded of sex-role discrimination through stereotyping in testing.)

Many tests are conducive to group discussion and group interpretation. Test manuals provide useful suggestions for interpreting the results to students, and counselors may also develop their own questions to stimulate group thinking and exploration.

Informal Assessments

Informal assessments generate information on individuals through means less structured than standardized tests. This type of information is extremely important when compiling data to assist students in decision making. The role of the counselor in this process is that of facilitator who secures appropriate materials to be used, plans self-assessment activities appropriate for the career maturity level of students and involves students in these activities. Such activities, of course, necessitate a close working relationship with administrators and teachers. Many teachers, if properly motivated and oriented, could be encouraged to include some of these activities in their classrooms.

Examples of informal self-assessment activities include, but are not limited to, the following:

(1) Completing non-standardized self-assessment instruments designed to help a student identify and analyze his/her interests, abilities, values, potentialities and limitations. An example of one such instrument, "Studying Yourself," (Texas A&M University, 1975) is included as Figure 1.

(2) Writing an autobiography. When having students write an autobiography, the following suggestions may be helpful:

- Have students present their lives chronologically.
- Have them describe the kind of person they were and are, the way they became that way, and the person they hope to become.
- Have them write in a free-flowing style and suggest they include facts and feelings.
- Have them divide their lives into segments, such as 5 or 10 year periods or broader groupings, such as childhood and teenage years.
- For each segment of their lives, have them follow an outline when writing, such as:
  - People (family, others)
  - Experiences (where they have lived, their education, hobbies, interests, work experiences, travel)
  - Feelings (joys, disappointments, fears)

(Cooper, Forrer, Epperley, Inge and Trabandt, 1977).

(3) Developing and prioritizing a list of interests.

(4) Developing and prioritizing a list of abilities.

(5) Developing and prioritizing a list of values.

(6) Identifying and analyzing participation in extracurricular school activities.

(7) Identifying and analyzing participation in community activities.

(8) Identifying and analyzing work experience and hobbies.

(9) Perusing cumulative folders. Look for clues to success or problem areas that the counselor and teacher can use in providing career guidance for the student. These records help to meld expectations with reality so a plan of action can be developed. Ideally, an individualized prescription of instruction for each student should be developed.

(10) Discussing interests, abilities, values, potentialities and limitations with counselors, teachers, parents, or others.

(11) Participating in group counseling sessions with peers designed to focus on self assessment.

As these activities are completed by students, the counselor must assist in assimilating the information generated in a meaningful way as it applies to career decision making. Students may need help, for example, in accepting information that may not fit with the stereotyped images they have of themselves. Students' perceptions of themselves may be influenced by stereotypes of persons of their sex, age, race, and ethnic background, and they may screen out or censor things that fail to match with their stereotypes. Counselors can help students become aware of the stereotypes they hold and get them to see that they are affected by them.

When assisting students in assimilating information generated from any of the self assessment activities, counselors should help students identify *key indicators* of interests, abilities, values, potentialities and limitations. Key indicators of *interests*, for example, include the following:

- Kinds of interpersonal relationships
- Religious activities
- Hobbies
- Social activities
- Reading materials
- Favorite television programs
- Repeated purchases
- Use of leisure time (Cooper et. al., 1977).

Likewise, key indicators of *abilities* include the following:

- Work/Activity Skills — there are specific skills related to the things students have done in a particular work or activity situation. Examples include gardening, repairing a car, bowling, cutting and styling hair, pumping gas and operating a cash register.
- General Skills — there are skills related to *people, data* and *things* which can be used in a number of different situations. *People* skills include communicating, persuading, teaching or supervising. *Data* skills include organizing, analyzing, comput-

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FIGURE 1
Studying Yourself

On a separate work sheet, answer these questions honestly. Do not try to answer just to please your parents or a teacher.

A. Of all the subjects you have ever studied in school, which did you like best? List three:

1. ____________ 2. ____________ 3. ____________

B. Which subjects did you like least? List three:

1. ____________ 2. ____________ 3. ____________

C. In which subjects did you do your best work? List three:

1. ____________ 2. ____________ 3. ____________

D. In which subjects did you do your poorest work? List three:

1. ____________ 2. ____________ 3. ____________

E. What school activities outside of class work do you especially like?

1. ____________ 2. ____________ 3. ____________

F. What work outside of school have you done that interests you?

1. ____________ 2. ____________ 3. ____________

G. What do you like to do for amusement? ____________

H. What are your hobbies? ____________

I. What hobbies, amusements, jobs, or studies that you have not had a chance to try seem of particular interest to you? List them. ____________

J. Of all things that you do, what do you feel you do best? ____________

K. Has anyone ever said that you are good at something, or that you did a good job at something, or that you have a talent for something? What are these things? ____________

L. Do you think the person was right? ____________ Why? ____________

M. Have aptitude tests, grades, or achievement tests indicated that you have an area in which you perform well? ____________

N. Do you feel that you have any physical limitations that might restrict your choice of occupations? ____________ Explain: ____________

O. Do you feel that you get along well with other people? ____________

ing or comparing. Skills related to *things* include operating, handling and tending.

- Personal Skills — these are skills involving self-control when dealing with people. Examples include being punctual, dependable, congenial, patient and sincere (Cooper et. al., 1977).

Values are the ideals which students strive for in their day-by-day behavior. Key indicators of *values* include the following:

- Feelings regarding loyalty
- Importance of fairness
- Importance of material possessions
- Importance of independence
- Personal appearance
- Feelings regarding use of time
- Importance of education
- Importance of family
- Importance of honesty
- Importance of status
- Importance of health (Cooper et. al., 1977).

Once students have thoroughly analyzed their interests, abilities and values, it is important for them to identify a "life style" which is based on the unique combination of their particular interests, abilities and values. Knowing what type of life style best satisfies their interests, abilities and values can help students make realistic career decisions. Some key indicators of life style preferences include the following:

- Live alone vs. live with people
- Live in rural area vs. live in urban area
- Live in house vs. live in apartment
- Spend money vs. save money
- Frequent travel vs. little or no travel
- Have many possessions, luxuries, vs. little need for possessions, luxuries
- Live in cultural centers vs. little need for cultural stimulation
- Live close to recreational facilities vs. little need for recreational facilities
- Political activity vs. little need for political activity (Cooper et. al., 1977).

Have students identify their five most important interests, abilities, and values and then select a life style preference to match this unique combination.

Helping students to understand themselves, their interests, abilities and values as well as their limitations and potentialities is the first step toward their career development. The counselor may be the first person who encourages a student to develop divergent career goals or to pursue a nontraditional career path. The examination of information by students about themselves as it applies to the decision making process can lead to the next level of development.

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CHAPTER II

Career Decision Making

Introduction

Students who learn to use the decision making process effectively will be better able to direct their lives. As Krumboltz has stated: "An important point in evaluating your guidance program would not be to tally how many youngsters you talk to each year. What we need to do is to ask ourselves in each contact if we have helped the student learn to make educational or vocational decisions wisely," (Borman and Reilley, 1971, p. 109).

Career options for young people exist in increasing numbers. Obviously, the greater the number of opportunities, the better chance youngsters have of finding personal satisfaction. The dilemma, however, is that more options make the task of deciding among them more complex and difficult. Not only is more information needed, but more values will be in conflict and more variables will have to be considered. Too, young people today are being given more opportunities to make their own decisions. Unless they have sufficient skills in the process of decision making, the chances are great that unwise choices will be made (Gelatt, Varenhorst, and Carey, 1972).

Learning to use the decision making process for career planning has great carry-over value for students. As their careers progress, they likely will be deciding from time to time such things as whether or not to change employers, to change locality, to accept a new job offer, to ask for changes in working conditions and, finally, when and how to retire. Skills in decision making will continue to be of great importance to them as they face such choices. Also, learning to use a conscious, systematic process for making decisions will be valuable in all aspects of life. When decision making is skillfully utilized, persons have greater personal freedom and greater control over their total lives; therefore, they can reduce the degree to which chance or other people determine their futures.

Rapid change is the order of the day and a certainty for the future due, in part, to rapid technological advancements. Such changes produce an increase in both the number and complexity of choices we must make in every area of our lives. It will be increasingly important for public schools to give high priority to assisting students with the development of decision making skills. School counselors have a key role to play in this process; therefore, they must be knowledgeable in decision making themselves.

Influences on Career Decision Making

Career decision making is not easy for anyone, but some find it more difficult than others. There are many factors which impact upon youngsters as they attempt to move through the process of decision making. These factors can be either positive or negative, depending upon the individual students. Some of these decision making influences are internal; that is, they reside within the individual and can be controlled, at least to a degree, by the person. Other influences are external forces which are at work in the person's environment. It becomes obvious then, that counselors should not be involved only in assisting students in learning the process of decision making, but they also must be active in helping students maximize these influences as positive contributors to career decision making. Frequently, persons must experience growth toward becoming whole persons before they can begin to function adequately as decision makers. A good guidance and counseling program has a vital role to play in helping students become self-actualizing individuals, and this can be influenced through the decision making process.

Family. Family influences have a great effect on the career decision making capabilities of high school students. Counselors can help students realistically examine the impact their families are having on their decisions regarding career choice and can assist parents and other family members in contributing positively to this process. Several suggestions for working with parents are offered in Chapter III. Counselors might want to use the following questions with students to aid them in considering the influences of family members:

(1) What occupation is the most common in your family so far as you know?

(2) What is the most common occupation on your father's side?

(3) What is the most common occupation on your mother's side?

(4) Do these seem to be related to the occupation(s) your father and mother chose?

(5) What occupation is the most common among the men in your family?

(6) What occupation is the most common among the women in your family?

(7) Can you see any kind of pattern in the occupational choices of your family? If so, describe it.

(8) If one occupation seems to occur quite frequently, can you give reasons for it?

(9) Do your own occupational aspirations bear any relationship to the occupational patterns of your family? If so, how? (Antholz, Hansen, Klaurens & Tennyson, 1972).

Significant others. The influence of persons other than family members who are held in high regard by an individual certainly has an impact on the decision making process. For example, many students are greatly influenced by their peers, teachers and other individuals to whom they look for guidance or whom they try to emulate and please. The questions below should be helpful to students in identifying significant others:

(1) If something really good happened to you at school, which people would you want to tell first? Why?

(2) If something really good happened outside of school, which people would you want to tell first? Why?

(3) If something really good happened at home, which people would you want to tell first? Why?

(4) If you had a problem at school, whom would you be most likely to ask for help? Why?

(5) If you had a personal problem, whom would you be most likely to ask for help? Why?

(6) If you had done something you were very proud of, whom would you most want to know about it? Why?

(7) If you had done something of which you were ashamed, whom would you least want to know about it? Why?

(8) Is there anyone who can influence you to do something you don't want to do? If so, why does he/she have this influence (i.e., age, intelligence, persuasiveness)?

(9) If you wanted advice on choosing a career, whom would you ask? Why? (Antholz et al., 1972).

The advice offered from significant others may be biased, or they may also have objective and knowledgeable suggestions to contribute. Counselors should assist students in carefully considering the influences of significant others. Also, it is important for students to realize that in a complex society such as ours, the career decisions they make affect not only their lives, but the lives of those with whom they live and work. Since they are interdependent with those around them, they must consider how their actions will affect the lives of others (Antholz et al., 1972).

Many students do not have adequate role models at home with whom to identify in forming healthy concepts of work, thus they are hampered in the career decision making process. Many simply do not have first-hand experiences with people who are employed productively. This makes it even more imperative that teachers and other school personnel fill part of this void by serving as good role models for students. By examining the qualities that employers value in employees, it is possible to develop a check-list which teachers and counselors could use in evaluating themselves as worker role models, such as:

To what extent do I exhibit these qualities in my work?

- Punctuality
- Loyalty to employer
- Pride in work
- Dependability
- Getting along with colleagues
- Appropriate dress and appearance
- Preparation for class each day
- Pleasant personality
- Demand quality work of students.

Students develop concepts of work from what they *do*, what they *see*, and what they *hear*. Teachers and counselors can have a positive impact on the attitudes that students have about work and the career decisions which they make.

Age and experience. Generally, older high school students are more capable of career decision making than younger students, but this is not always the case. Maturity in decision making is more likely a function of experience or background of the students than age, and some younger students may have a great deal of decision making experience. Because of this, guidance programs aimed at assisting students with career decision making skills must be individualized to the maximum extent possible rather than based on grade level.

Societal stereotyping and societal expectations. Students need help in dealing with stereotypes held by society as they go through the career decision making process. Stereotypes associated with age, race, and sex are still common although much progress has been made in recent years in eliminating them. Examples include: "You can't do that, you're black!" (or, you're a woman, or you're a man, or you're too old) (Epperley, Forrer, Cooper, Inge, and Trabandt, 1977).

It is also likely that career decisions are affected by the prestige or status which people typically assign to various occupations. It is rather common for high school students to express preference for high status or prestige occupations, even though they cannot realistically be expected to enter these occupations (Clock, 1968). Other societal expectations impacting upon career decisions would include such things as pressure to conform, to make lots of money and to be successful.

Self-concept. Self-concept has a great deal to do with effective decision making. A healthy self-concept can greatly enhance one's ability to make decisions; conversely, students with a poor self-concept will likely encounter greater difficulty in decision making. Not only will the decision making process itself be affected, but also the types of careers chosen. Students with a low opinion of themselves will likely have a low level of aspiration regarding career choices.

One of the greatest challenges facing counselors and teachers is to enhance the self-concepts of students. By helping them experience success and by affirming their positive qualities, counselors and teachers can help students overcome their lack of self-confidence, fear of failure and other personality traits related to poor self-concept.

Values. What an individual values both in work itself and in the rewards which it is perceived to offer has an effect on career decisions (Herr and Cramer, 1979). Several instruments were identified in Chapter I which will be helpful in having students examine the values they hold toward work.

Risk-taking. There is a certain amount of risk-taking in almost all career decisions, and some individuals are more willing to take risks than others. This factor is likely to be related to self-concept. A person's openness to new experiences may be an indication of self-confidence (Herr and Cramer, 1979).

Procrastination. Persons who have a tendency to put things off will obviously have problems when it comes to decision making. They might even miss excellent career opportunities by waiting too long to decide. Students can be helped with this problem through practice in decision making and the enhancement of their self-concept.

Self-stereotyping. Not only does societal stereotyping exist, but some individuals are limited by the stereotypes they hold about themselves (i.e., females are not good with numbers, males are mechanical-minded, my abilities are very narrow, I am not as attractive physically as someone else, etc.).

Career Decision Making Process

Traffic researchers say that drivers make about twenty decisions per mile. Most decisions in life do not come that fast or become so habitual. Deciding about a job is certainly not an habitual decision; instead, careful deliberation and choice are involved (Dauw, 1977).

Career decision making is a skill that can be learned. It involves a conscious, systematic process which students can learn and perform better with practice.

There are numerous decision making models available in the literature. The career decision making model presented herein is adapted from material in a publication entitled *Emphasis: Decisions* (Epperly et al., 1977).

Steps in the Career Decision Making Process

Step 1. Identify the problem or the decision to be made.

There are many decisions that must be made relative to one's career. For the purpose of this discussion, it is assumed that the decision involves an initial choice by a high school student of an occupation to pursue.

Step II. Gather information.

Basically, information is needed in two categories: (a) information about self and (b) information about occupations of interest. A thorough self-assessment is needed regarding one's interests, abilities, values, potentialities, limitations, and life style preferences. Detailed information related to self-assessment was presented in Chapter I.

Some suggestions for students in gathering information on occupations of interest include:

- Study of occupational information available in publications by the U.S. Government, commercial publishers, associations, institutes, organizations, and businesses.
- Use of films, filmstrips with cassettes, slides, 8 mm. film loops, and interview cassettes which present occupational information.
- Use of career exploration kits and career games.
- Personal visits to employers in the fields of interest.
- Interview workers in occupations.
- Secure part-time or summer employment in occupations of interest.
- Discuss occupations with relatives, teachers, and friends.
- Scan newspapers and magazines for information on occupations.

It is rather obvious that this step is difficult and time consuming. The problem of getting enough information, and the best information is critical in the decision making process. In most important decisions, people rarely have all the information they would like to have.

The outline entitled "The Study of An Occupation" presented in Figure 2 on pages 16 and 17 could be used by students to research one or more occupations. This outline is rather detailed, and some counselors might prefer to modify it for some students.

Step III. Identify viable alternatives.

This step involves three phases:

A. Make a list of all known alternatives.
B. Establish new alternatives if possible, i.e., expand the alternatives.
C. Rule out those alternatives which are obviously incongruent with self assessment. (Caution: It is better to maintain an alternative than to rule it out based on inadequate or inaccurate information.)

Step IV. Weigh the evidence — evaluate the remaining alternatives.

It is usually helpful to make a list of pros and cons for each alternative. The likelihood of an appropriate decision increases with accurate information derived from a careful analysis.

Step V. Choose from among the alternatives.

It is important at this point to realize that the other alternatives are not closed off forever. They still remain as viable alternatives for possible future consideration.

Step VI. Take action. Make a plan for implementing the decision.

Many people find it helpful to make a time-table to accompany the plan so that definite goals for completion of the various stages of the plan can be established. Such time-frames should be challenging yet realistic.

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FIGURE 2

The Study of An Occupation

The Following Outline is to Serve as a Guide to Research a Particular Occupation:

I. Name of the occupation
(If there is more than one name given, please list)

II. Reasons for selecting this occupation to study

III. History of the occupation

IV. People in this occupation
- A. About how many people are employed in this occupation?
- B. What are the current trends relating to this occupation? Is this occupation a new area of work in our society?
- C. Where are job opportunities available?

V. Duties performed in this occupation
- A. General duties
- B. Specific duties
- C. Hours of work ordinarily required
- D. Is there anything unusual about the number of hours or the nature of the work schedule which might relate to this occupation? (Seasonal working conditions, days, nights, split shifts, etc.)

VI. The nature of the job
- A. List some of the benefits that you might expect to gain from this occupation other than salary.
- B. What hazards can you anticipate in this job?
- C. What organization can you expect to join?
- D. What demands would this job place on the family?

VII. Qualifications of employees in this field
- A. Age
- B. Health and physical condition
- C. Personality
- D. Experience
- E. Aptitudes
- F. Education (general level and type required)
- G. Other

VIII. How does a person enter into this occupation?

IX. Earnings
- A. Beginning Salary
- B. Average Salary
- C. Exceptional Salary
- D. What expenses might you meet in this occupation?

X. Career Advancement
- A. What are the chances of advancement in this occupation?
- B. Do the advancements require additional training? Why?
- C. Would advancements require additional duties? Exlpain.
- D. Could advancement require moving to another location?
- E. Is there a need for continuing education to hold this position?

XI. Educational Planning

- A. What would be the complete high school program that would be best in order to enter into this occupation? (Subjects that would benefit you the most in the future work.)
- B. If you are required to attend a post-secondary vocational-technical school or community college,
  1. What are the entrance requirements?
  2. What courses would you expect to take?
  3. What is the length of the training?
  4. What is the cost of the training?
  5. What schools of this type are available in this locality?
- C. Briefly discuss any armed forces training that may be offered in this area of training and work.
- D. Is a college or university education required?
  If so:
  1. What are some of the specialized courses required for graduation or certification?
  2. What is the approximate cost per year of this education? (Try to choose a college in which you might be interested, and use these facts.)
  3. What are the scholarships, loans or grants that you could use to help pay for the cost of education?
- E. Other training
  1. Is an apprenticeship program available?
  2. Is there a company training program available?
  3. Is there on-the-job training?

XII. Finding a job

- A. Identify public and private employment agencies that might be helpful in securing a job in this field.
- B. Newspaper ads: Do these job fields place ads in the newspaper for purposes of finding workers? (Watch the newspaper and clip out several of the ads).
- C. List four firms to which you might apply for a job in this field.
- D. When preparing a letter of application, you are usually required to list at least three people as references. Whom would you list? (These people should be persons that know your working ability, as well as your overall personality.)

XIII. Related fields of work

Identify several other occupations that could effectively utilize the training and experience required in the occupation you are researching.

XIV. After studying this occupation in depth, state why you would or would not like to pursue it as a career.

Step VII. Review the decision — evaluate the action taken.

It is important to realize that the decision is not cast in concrete; it can be changed or modified.

Basic Concepts Related to Career Decision Making

It is important that counselors help students understand some basic concepts related to career decision making. An understanding of basic concepts can help students as they move through the decision making process. The following concepts are adapted from material developed by Lewis and Gilhousen (1980) and Woodrick (1979):

(1) Career decision making is a continual process — not a single event.

(2) A career decision always involves compromise — there are no "perfect" jobs.

(3) Action is more important than certainty.

(4) Time is an ally — learn to use it.

(5) Change in both the individual and in the world of work is certain — adapt to it rather than fight it. Be flexible.

(6) Happiness in life is not solely dependent upon vocational success and satisfaction.

(7) Most people are multipotentialed and could probably be successful and happy in a number of different jobs.

Sources to Assist Students in Developing Decision Making Skills

The sources identified below are not exhaustive, but serve as some examples of the types of materials that are available to assist students in developing decision making skills.

A series of decision making workbooks has been published by The College Entrance Examination Board. The first workbook, *Deciding* (Gelatt et al., 1972), was designed for use by junior high school students. A second workbook, *Decisions and Outcomes* (Getatt, Varenhorst, Carey, and Miller, 1973), was designed for older students and adults, and a third, *How to Decide: A Guide for Women* (Sholz, Tumlin, Sosebee, and Miller, 1975), was developed for females. A leader's guide is available for use with both *Deciding* and *Decisions and Outcomes.*

The authors identify three major requirements of skillful decision making:

(1) Examination and recognition of personal *values*

(2) Knowledge and use of adequate, relevant *information*, and

(3) Knowledge and use of an effective *strategy* for converting this information into action.

Combined, the series provides a systematic means of learning the art of decision making.

Another publication aimed at increasing decision making skills is *Emphasis: Decisions* (Epperley et al., 1977), one of six self-instructional career education units designed to help users evalute and implement their career goals and abilities. Five major areas related to decision making are included:

(1) The Importance of Decision Making in Your Life

(2) Obstacles to Making Satisfying Decisions

(3) Strategies for Making Satisfying Decisions

(4) A Step-By-Step Decision Making Process, and

(5) Applying the Step-By-Step Process to Your Own Decisions.

While this publication was developed to address the needs of adults who cannot make use of traditional learning systems, it is appropriate for use with high school students as well.

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CHAPTER III
Involving the Student's Family in Career Decisions

By involving the family in career exploration and career decision making, counselors frequently can assist a high school student in seeing a need for staying in school and the importance of basic academic skills to future employment. Selecting an occupation is often the most important decision made in terms of the impact on a young person's life-style and happiness. Parents can become ego involved when it comes to the future occupations of their children. It is important that school counselors channel parental interest in ways that will assist and support the career development of students.

Many high school students have difficulty in relating school work to the rest of their lives. This lack of relevancy contributes to a lack of motivation for learning, a lowering of students' basic academic skills and, frequently, to students' dropping out of school. More than 750,000 students drop out of high school each year.

There are myths which become a part of a young person's belief system that need to be dispelled. Students view adult life in ways that can inhibit their career development. For instance, they sometimes think that changing and developing stop once they become adults. They think learning and training experiences are limited to the first 21 years of an individual's life. They should be taught that due to changing technology, midlife career changes are common occurrences and need to be anticipated. Involving a student's family in career decision making can assist in eliminating these myths.

Career development should be based upon the school, home, and community working together to insure that students' educational experiences are related to their needs as well as needs of the economy. There will be many high school students who are interested in several careers and are not ready to make definite decisions, but these students can and should be assisted to move in a forward direction. Family members can be very influential in this process.

Planning with the Student's Family

There are many ways that parents can support the career planning of adolescents. When high school students ask their parents what occupation or career they desire for them when they have finished school, the most supportive position that parents can take is to tell their children it is important that they gain personal satisfaction in what they are doing and that they become productive citizens. Counselors can use some of the time spent in involving parents in career planning to help parents see the long term benefits of such a position. Parents can build on this supportive approach by pointing out particular talents their children possess.

One complaint or difficulty that high school counselors often express is the apparent lack of involvement of parents in the education of their children. Sometimes the only contact that counselors and teachers have with parents is when an academic or personal problem exists. Counseling services are considerably more effective when these services are developmental in nature and not crisis-oriented. One very effective way that counselors can begin to involve parents is to include them in the career planning process.

Counselors should schedule individual and group meetings with parents and students at regular intervals. In these meetings, counselors should suggest ways that parents can assist in the career planning process. One of the first ideas that needs to be communicated is that career decision making is a process, not an event that occurs at a given time. A child's future career will be influenced by events occurring in the pre-school years and continuing through all of adult life. Counselors can suggest to parents that they should become involved in the positive career development of their children. Parents can:

1. Help their children understand how important school work will be in later job decisions. Show them how reading, arithmetic, and communication skills are used in almost all occupations.
2. Encourage the idea that every individual should have a plan for making career decisions even if unforeseen events change the plan.
3. Promote the idea that success in most career fields requires preparation.
4. Assist youth in viewing education and work as permanently related.
5. Promote good work habits whether in school work, responsibilities at home or part-time employment.
6. Take an active interest in their children's career planning.
7. Provide incentive, confidence and encouragement to children to make appropriate career choices.
8. Teach youth how to postpone immediate rewards in favor of later gratification.

9. Use the home environment to expand interests.

Most of us acquired our value systems while we were young and at home with our parents. The home is the key to work values and attitudes, and what we learned there usually stays with us. Parents can help their children in developing a meaningful set of work values, and parents need to know what can be done to maximize the good influences they have on their children. The use of positive reinforcement, for instance, is a very effective technique.

In meeting with parents, counselors need to help parents to verbalize their work values. An important ingredient in career planning is for an individual to discover what his/her values are. Parents can be very helpful to the career exploration and decision making of their children by discussing and sharing work values. Parents and children should talk about what people value: education, health, pleasure, power, independence, security, popularity, service. In discussing work values, parents should be encouraged to be open-minded. A parent may value job security and good working conditions, while an adolescent might see the opportunity to be creative in an occupation as the most important consideration. It is important that high school students express and understand their values.

Counselors need to communicate to students and parents that values are not right or wrong, or true or false. Values are personal preferences and beliefs and are not subject to empirical verification. There are going to be situations where parents and children disagree on their values, and this situation can occur in the discussion of work values. Counselors should encourage parents and students to openly share and compare their work values and not try to impose their values on each other. In most cases their value systems will agree since they come from the same types of environments. A healthy set of work values is one that is examined periodically and changed when the individual decides that change is needed.

Decision making is a skill that is critical to the career development process, but in most school districts little time is devoted to teaching this skill. Decision making is such a basic skill that many people assume that it is learned as part of typical educational and life experiences without any need for special training. This assumption, of course, is not true, and in Chapter II the concepts and processes of career decision making are described in considerable detail. As counselors involve parents in career planning activities with their children, parents can be asked to assist in the teaching of decision making skills. There are numerous materials available to teach career decision making, and most of these materials emphasize a step-by-step process such as the following:

1. Awareness of self
2. Awareness of the world of work
3. Important career choice points, and
4. Implementation
    a. Preparation, and
    b. Job acquisition.

First, counselors should acquaint parents with the career choice process being taught, and then they should suggest ways that parents can have input to the process. Later in this chapter suggestions will be given on how parents can provide career information in the home. Providing information and support are two of the most important ways that parents can enhance career decision making.

Here is one example of how parents might discuss career fields with their children. A parent can suggest that his/her child look at career fields by asking the following questions:

Will this career field

(1) utilize my abilities to the fullest?

(2) provide interest in work itself?

(3) provide satisfaction?

(4) provide self-respect?

Counselors also need to discuss with students and parents the factors that constitute a good decision. Frequently, a decision is judged only on the basis of whether the results were what the individual wanted to occur. It is possible that a decision was a good one when it was made, but unforeseen events caused the results to be different from what was anticipated. A better approach to career decision making is to judge a decision as a good one if the individual knew the possible consequences of all the alternatives available and was committed to the choice that he/she made. Parents should be encouraged to share their own career decision making experiences with their children.

Sometimes it is difficult for adolescents to understand that their parents are trying to help them. Involving parents in career planning with their children and encouraging them to be open-minded and supportive in this planning process can contribute significantly to better communication between adolescents and their parents.

Areas of Potential Resistance

Sex stereotyping and non-traditional careers. Society is beginning to recognize that stereotyping has limited career opportunities for many years. Although the emphasis is now on non-traditional careers for women, there are many career fields that have been filled almost exclusively by women that should be open to men. These nontraditional areas can be opened, in one way, by parents changing their own attitudes about women's being truck drivers, heavy equipment operators, machinists, mechanics, plumbers, judges, and senior executives. They should be accepting of men's being hairdressers, nurses, child care workers, flight attendants, and elementary school teachers. Parents also should be aware that women are working for longer periods during their lifetimes and constitute a larger percentage of the work force each year.

Parents must also try to eliminate sex bias in thinking about their children's future careers. For example, if a daughter is considering an occupation that is typically thought of as "masculine," the parents should resist discouraging the daughter from considering such an occupation. Times are changing and adolescents need extra measures of emotional support. In most occupations a person's sex really does not matter; ability is what counts. Stereotypes do not exist in the real world, but only in our minds. The Girl Scouts (Gilmore and Kennedy, 1978) have developed a training module entitled *From Dreams to Reality*, which is designed to be used with 12-17 year old girls. These materials have a heavy emphasis on reducing sex stereotyping in career choices.

Skilled trades versus college. Parents need to understand that a college degree is no longer the best or surest route to occupational success. High school students should be encouraged to think about all kinds of postsecondary educational opportunities. Parents can help children think about a variety of training opportunities; for example: the armed forces, vocational schools, community colleges, and apprenticeship programs. They should emphasize the variety of choices that exist.

Parents want the best for their children and attending college and the accompanying social prestige is something that many parents desire for their children. Unfortunately, some minorities fear that vocational education will push their children into low-paying, dead-end jobs. But, today some of the best job opportunities require technical training from a trade school, community college, or technical institute and not from a four-year college or university. Saleable job skills are the best insurance policy for occupational success. Counselors must help parents understand that this kind of training frequently offers more job opportunities than a college degree would offer.

Family businesses. In the past the transition into adult occupational roles was accomplished within the confines of the family. Young people were taught by parents and relatives the skills necessary to assume the economic roles needed for survival. Today in the work world the family is no longer the strong influence that it once was. Children usually do not have the opportunity to watch their parents work. The variety of occupations is so vast that adults cannot grasp and communicate it to their children. Parents can, however, emphasize career exploration and encourage children to expand their knowledge of opportunities.

In many cases modern technology has eliminated the family's ability to provide the knowledge and skills necessary to enter specific occupations. Even youth who plan to enter family businesses most often have to receive training outside the family. Farming, ranching, restaurant management, and real estate, for instance, require training beyond that given by family members.

Some parents who have family businesses might resist their children's seeking employment in other areas or desiring training beyond that they can learn from family members. Career opportunities for high school students today are vast and, quite often, a young person's interests are not in a family business. Counselors must recognize and work with students and families where parents are limiting the career exploration of their children. Every effort should be made to encourage consideration of parental suggestions as well.

Leaving home. Our society is very mobile, and frequently individuals must move to other parts of the country to capitalize on career opportunities. This can be an important consideration for adolescents as they make career plans. Some students may inhibit their career planning, because they do not want to consider training and job opportunities that would require their leaving home. Parents may discourage children from considering certain occupations for the same reason. Counselors can assist parents and students with possible resistance to children's leaving home by discussing the problem with them and helping them to establish some priorities. Is a young person and/or his parents willing to sacrifice a challenging and rewarding career opportunity because it requires the young person to leave home and move to another part of the country? Often training and job opportunities require individuals to move only short distances from their family or, if the distance is greater, the move may be only temporary. Parents and students should be encouraged to look at the vastness of career opportunities not only in the vicinity of their home but in other cities or sections of the country.

Resources Available Within the Family

Parents are often the key to the career success of their children. They can teach their children the roles which work plays in society. Some of this teaching can be accomplished by looking at workers and lifestyles as they travel as a family. The number of years of school that children complete is influenced either directly or indirectly by their parents. It is important that parents communicate to their children the idea that future happiness is more dependent on career success than almost anything else.

Parents should tell their children about the work that they do. They should try to discuss their own work in a positive way. Even if a parent is not very satisfied with his/her job, the usefulness of the job in society should be stressed. By sharing career successes and disappointments, a parent can enhance the career decision making ability of a young person.

Parents can help their children explore hobbies and other leisure-time activities that are productive and useful. Sometimes such activities can lead to career choices. These experiences can help a child or young adult see himself/herself as one who can accomplish something successfully.

Parents can assist their children in getting part-time work outside the home. Besides the pay that part-time work can provide, it can be valuable in two additional ways: (1) it can help an individual explore career interests and (2) it can help the individual discover the sense of self pride that can come from work.

Importance of "Significant Others" in Career Decisions

Research has indicated that significant others (parents, relatives, neighbors, peers, teachers and counselors) have a tremendous influence on the career plans of young people. Frequently individuals such as parents and relatives who have the most influence on the career plans of high school students have only limited and sometimes biased career information. Counselors must try to better educate significant others.

In a monograph published by the Vocational Center at Ohio State University (Burkhardt, Orletsky, Hotchkiss, Lowry, Curry and Campbell, 1977), the authors list five basic techniques that counselors can use to involve significant others in career planning:

1. Publicize the importance of significant others in career planning through press releases, announcements at PTA and other organizations, and announcements on local radio and TV.
2. Disseminate career information to significant others by sending career information packets home, organizing counselor-parent workshops, listing postsecondary training opportunities available in the community and state, listing employment opportunities available, and simply encouraging adults and students to be better informed about career opportunities.
3. Use career resource persons from local business and industry to talk to students about employment opportunities, preparation requirements, and financial assistance available.
4. Plan joint counseling sessions among counselors, students and significant others.
5. For each student develop a career planning file that includes test scores and information that a student has gleaned from interviews with workers, guest speakers, resouce persons, books, and magazines. Information in the file can be discussed at counselor-student-parent conferences.

Counselors should encourage parents to use the community as a classroom for learning about careers. With a little extra effort, they can see that their children observe various workers in the community thus becoming better informed about the variety of jobs that are available.

Career Information Dissemination Into the Home

There are various ways that counselors can encourage and prepare parents to disseminate career information to their children. First, as stated previously, parents should share with their children the work that they do. In presenting this information, the children should be neither encouraged nor discouraged from considering the parents' occupations. It is important that children know what their parents do and how they got to their current positions.

If counselors involve parents early in career planning activities, it will be much easier to encourage parents to present career information to their children. As counselors talk with students about their career plans and hopes, the students should be encouraged to share the information they have gathered with their parents.

Counselors should encourage parent visits to the school to talk about the career plans of their children. It is very appropriate for counselors to share with parents and students the strengths and weaknesses of various career choices, the best training institutes or school for different occupations and the employment outlook.

Parents are going to have doubts about their ability to do career planning with their children. There are many questions that young people can have about careers that parents cannot answer. Counselors need to encourage parents to share the career information that they have, and then counselors need to identify additional sources of information that parents can use. The following are some ways that parents can get involved in gathering and disseminating career information.

1. Parents can assist their children in finding sources of career information in school and public libraries.
2. If a school has a career information resource center, both students and parents should be encouraged to use the center.
3. Media programs (movies, slide-tape presentations, video tapes) on career opportunities and training requirements should be presented periodically to groups of parents and students.
4. Career days that are part of an ongoing career development program should be held periodically.
5. A speaker's bureau of persons in the community who are involved in a variety of careers can be an excellent resource that is useful to both students and parents.
6. Career information and career planning can be incorporated into the activities of youth organizations. Many civic organizations have developed career information resource materials for use by adults with young people.

In most cases, parents are going to be the ones who have the most influence on the career plans of their children. Counselors and school personnel have the responsibility of seeing that parents are well informed about career opportunities available to their children.

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CHAPTER IV

Specific Hints on Getting Hired

In 1975, The Advisory Council for Technical-Vocational Education in Texas did a statewide survey of employers in Texas to determine:

1. Employer requirements for entry level jobs;
2. The caliber of applicants employers are getting from education and manpower programs; and,
3. General directions education and manpower programs should take in preparing people for work.

The two leading reasons why employers said they rejected job applicants were —

"Little interest or poor reasons for wanting a job," and

"Applicant has a history of job-hopping."

The two leading reasons for hiring job applicants were —

"Previous work experience," and

"Interest shown in job for which being interviewed."

In this statewide survey, employers said that young people, prior to entry into the work world, must be taught "a concern for productivity; proper work habits, attitudes and grooming; the importance of being responsible and dependable; and a pride of craftsmanship and quality of work." As the Advisory Council report stated, these employers were describing the components of a work ethic. These worker qualities are needed by young people today as they begin the important task of looking for a job. This chapter identifies information and skills that counselors and school personnel need to communicate to students to increase their job-seeking ability.

Locating Job Openings

The inability of a young person to find a job is often the result of an ignorance of the labor market and the variety of jobs that are available. Too often hearsay and rumor become the sources of information that high school students use as they begin a job search. Young people frequently begin searching for different kinds of jobs because a friend or relative said that certain jobs were plentiful when the information was completely without fact. Individuals have traveled to other parts of the country because of a rumor that jobs were plentiful and paying high salaries. We owe it to our students to inform them of the job market in their community and region and to see that they are aware of information sources on available jobs (Richland College).

The Texas Advisory Council for Technical-Vocational Education (1976) in its statewide survey of employers found the following job sources:

1. Word-of-mouth
2. People coming in off the street and applying for a job without knowing if an opening is available
3. Newspaper want ads
4. Texas Employment Commission, and
5. Private employment agencies.

School personnel need to prepare all students for the time when they will begin searching for a job. We cannot (and should not) assume that young people will learn job seeking skills on their own or receive help in searching for a job. As an adjunct to regular classroom activities or as a part of group guidance sessions, job search procedures and sources should be taught to students. Use the following list as a point of departure.

Local State Employment Office

Since 1933, the U.S. Employment Service has been providing services to men and women. The Employment Service through the state employment agency offers two basic services:

1. Help in identifying appropriate fields of work.
2. Help in securing a job.

For youth, the Employment Service is one of the best places to start to look for a job. This office usually has the most current information on jobs in the community, state, and region. In large metropolitan areas, the Employment Service operates a computerized job bank, which allows employers to list job openings with local employment offices.

If young people are not sure about jobs that would be best for them, the local state employment office offers testing and career counseling. One of the most extensively researched and most widely used test batteries is the General Aptitude Test Battery (GATB) which has been given by the Employment Service since 1937.

State employment offices are available in most cities and towns and are located conveniently throughout the state so that they are available to almost everyone. The Texas Employment Commission is listed in both the white pages and yellow pages of the telephone directory and its services are free.

Want-Ads

Another place to begin a job search is in the classified ad section of the daily newspaper. There are usually quite a variety of jobs listed in the newspaper. By reviewing the want-ad section for a given period of time, young people can gain information about areas in which there are the greatest demands for workers, training and education requirements that employers are requesting, and possibly the pay schedules for various jobs. Newspapers can also be helpful in organizing a job search (Smith, Atherton, Geoffray, and Gerardi, 1979). An individual should begin by listing the jobs that seem reasonable based on his/her interests, abilities, training, and expectations. Next, the young person can decide on the employers that he/she will contact.

Yellow Pages

A good way to become familiar with the businesses in a community is to study the Yellow Pages of the telephone directory. By looking at the various classifications of businesses in the directory and then studying the advertisements under these classifications, the individual looking for a job can begin to identify the products and services that are offered in a community. Then the person can select companies that may have jobs that match his/her qualifications and interests. Using the Yellow Pages is one way of organizing a job search when applying to employers directly.

Library

The local library should have business and industrial directories that can be helpful in finding prospective employers. Most libraries subscribe to newspapers from various cities around the country, and the want-ad sections of these newspapers should be useful in locating jobs in other communities and states. Also, libraries have telephone directories from all areas of the country, and the Yellow Pages of these directories can be used in a job search.

Civil Service Jobs

Local, state, or Federal Civil Service positions are other excellent sources of jobs. Most government jobs in this country are competitive and require an application to a Civil Service Commission. More than 100 Federal Job Information Centers are located around the country to provide information about jobs with the U.S. Government.

Private Employment Agencies

Private employment agencies can be good places to begin the job search. Besides assisting applicants in locating job openings, the private agency can assist with the preparation of resumes and applications. One possible disadvantage of a private agency is the fee charged job applicants after they have been placed in a position unless the employer has agreed to pay the placement fee. Care should be taken in selecting a private agency, however. The Better Business Bureau could be contacted for a reference. High school students who are preparing to enter the job market should be made aware that a private employment agency will charge them a fee after they are placed. Sometimes an agreement to pay six percent of one's salary for six months or a year does not sound like very much money until a person begins to pay the fee. School personnel should inform students about the services of employment agencies and also about the usual fees that private agencies charge. Students should look at placement fees in terms of the quality of the jobs that the employment agency might assist them in finding.

The School of Vocational Education at Louisiana State University developed a set of modules entitled, *Pounding the Pavement — Employment Seeking Skills*, (Smith et. al., 1979) that are excellent materials for use with high school students. The authors of these materials have identified the ten most used sources in identifying job openings according to a literature search:

1. Applying directly to employers
2. Asking friends about jobs where they work
3. Newspaper ads
4. Asking friends about jobs at places other than where they work
5. Using the state employment service
6. Asking relatives about jobs where they work
7. Asking relatives about jobs elsewhere
8. Using private employment agencies
9. Taking Civil Service Tests
10. Using school placement services.

The Louisiana modules also identify the ten most effective job sources:

1. Applying directly to employers
2. Using private employment agencies
3. Newspaper ads
4. Applying to union hiring halls
5. Asking friends about jobs where they work
6. Using school placement services
7. Asking relatives about jobs where they work
8. Using the state employment service
9. Placing local newspaper ads
10. Taking Civil Service Tests.

Filling Out Applications

The way an individual fills out an application form is a very important factor in getting a job. If an application is not filled out completely and neatly, the individual may not get a job interview. Obviously, the qualifications of an applicant are the most important factors in considering a person for a job, but many employers do not go any further than the application form if it is completed improperly.

Applications give employers the opportunity to get information they feel that they need in screening individuals for jobs. It is important that counselors work with students in filling out application forms. The first step in this training process is a list of suggestions for completing applications.

1. Before starting to complete an application form, look it over and become familiar with the organization of the application and the kinds of information requested.

2. Read and follow the directions carefully.
3. Fill out the form as neatly as possible. Complete the application in ink and print unless requested to do otherwise. Occasionally, employers will request an applicant to write on the form if the job requires the person to do considerable writing that must be read by other people.
4. Information requested should be as complete as possible.
5. If requested to state an anticipated wage or salary, be realistic and give a range instead of a specific amount. Unless the application form requests information on an anticipated wage, it is best to wait until later to discuss wages.
6. Have advanced permission from the individuals who are listed as references. List people who will give good recommendations. It is important to have the correct addresses and telephone numbers of references, so have this information in advance.
7. Application forms must contain accurate and honest information.
8. Do not leave any items blank. If an item does not apply, write "does not apply," N/A, or draw a line through the space provided for the answer.
9. If the application form has a section entitled "Comments" or "Additional Information," it is usually best to write something in this section such as career goals or reasons for wanting to work for the company.
10. It is very important that the section on previous employment be filled out completely. For young job applicants, it is best to include part-time work and volunteer work.

These are some of the suggestions that counselors and teachers can share with students in preparing them for the important task of completing job applications. There are many other suggestions and ideas that can be generated from this list.

One of the best ways to prepare students for completing job applications is to have them practice filling out applications. Sample applications can be collected and, with the permission of each employer, duplicated for use by students. Included in Figure 3 is an application that might be used with students.

Writing a Resume

Assisting students in resume preparation is another important guidance function. Counselors should help students to understand that a resume is a summary or outline of information about an individual that provides prospective employers with evidence of the person's qualifications, background and interests (The Center for Vocational Education, 1976). Not all employers require resumes, but resumes are often needed for managerial, professional, and supervisory positions as well as skilled jobs. The resume should be a personal statement about an individual's background and ambitions which influence qualifications and affect employment interests and goals.

Resumes can be used by job applicants in several ways:

- As a response to a newspaper advertisement
- With a letter of application to various employers
- At an interview to help introduce the applicant to the interviewer, and
- As a reference for relatives, friends, and acquaintances who may want to discuss the applicant with employers.

The content of a resume should be geared to promote the strengths of the individual, and it also should be geared to reflect information relevant to the jobs the individual is seeking. Generally, however, most resumes contain the following items:

- Identifying Data: name, address, and telephone number.
- Personal Information: age, place of birth, height and weight, and health.
- Education: secondary schools, years attended, majors and minors, any additional education and training beyond the secondary school.
- School Activities: clubs, athletics, etc.
- Work Experience: name of company, name of employer, dates of employment, job title and nature of work.
- References: names and addresses of three or four individuals able to describe the applicant's character, job qualifications, and potential (The Center for Vocational Education, 1976).

A resume should be typed, highly readable, follow a logical sequence and reflect thoughtfulness in preparation. The resume should be no longer than two pages and normally one page is sufficient (Texas A&M University).

Again, one of the best ways to teach students to prepare a resume is to have them prepare one of their own, after they have been instructed on the contents of a resume. It would also be wise to prepare some sample resumes for groups of students to critique before they begin writing their own.

Do's and Don't's During the Job Interview

When the Texas Advisory Council for Vocational-Technical Education completed its survey of employers, the following items were listed as the 10 leading reasons employers rejected job applicants:

1. Little interest or poor reasons for wanting a job
2. Applicant has a past history of job-hopping
3. Inability of applicant to communicate during interview situation
4. Health record
5. Immaturity
6. Personal appearance
7. Manners and mannerisms

FIGURE 3

THE TEXAS AGRICULTURAL EXPERIMENT STATION

A Part of The Texas A&M University System

APPLICATION FOR EMPLOYMENT

The submission and/or acceptance of this application in no way obligates The Texas Agricultural Experiment Station. Please submit to the appropriate Department, Research Center/Station, or mail to the Personnel Office, Texas Agricultural Experiment Station, College Station, TX 77843.

INSTRUCTIONS

Please print using ball point pen, no. 2 pencil, or typewriter. All questions must be answered. If questions are not applicable, enter "NA". Professional applicants are requested to attach their resume to this application. Other applicants may submit a resume along with their application. All applicants are reminded to sign and date this application.

Submitted to: ____________________

(Name of Department or Research Unit other than Texas Agricultural Experiment Station Personnel Office)

IDENTIFICATION

Last Name	First	Middle		Home	Telephone ( )
Current Street Address	City	State	Zip	Business	( )
Other Address (if different from above)	City	State	Zip	Other	( )

Position or type of work for which you are applying?

Do you want employment? ☐ Part time ☐ Full time ☐ Summer only

How long do you plan to be employed in this community?

Date you can begin work?

Have you ever been employed by TAES or within the TAMU System? ☐ Yes ☐ No. If yes, give year terminated, position(s) held, place(s) of employment.

Are you at least 16 years old? ☐ Yes ☐ No
(If employed, proof of age may be required)

Do you possess a valid Texas vehicle operator's license?
☐ Yes ☐ Operator ☐ Commercial ☐ No

Have you ever been convicted of a felony? ☐ Yes ☐ No. If yes, please describe nature of offense and location.

Do you have any military experience/training related to the work/position you are seeking? ☐ Yes ☐ No
If yes, describe.

You are not obligated to reveal the existence of a handicap unless it will affect the performance of your work or endanger your well being and/or the health and well being of other employees. Do you have any physical/mental handicaps which limit your performance of certain job tasks? ☐ Yes ☐ No
If yes, please describe.

PERSONAL REFERENCES

List two persons other than relatives or previous work supervisors		
Name	Business or Home Address	Telephone
		( )
		( )

An Equal Opportunity
Employer

(continued next page)

EDUCATION AND TRAINING

Education — Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 GED	Give name and address of last high school attended

Name of College, University, Vocational, Technical, or Secretarial Schools	Years Attended		Major Field of Study	Degree or Certificate received	
	From	To			

EXPERIENCE

Start with your present or most recent position and work back. If you were ever employed under a different name, give the name in each position. It is not necessary to go back more than 10 years. Attach additional sheets if necessary.

Name of firm or organization	From		To		Hourly/Monthly Salary
	Month	Year	Month	Year	Starting $
Address Phone ( )					Final $
Kind of business	Title and Job duties				
Name and title of immediate supervisor					
Reason for leaving					

Name of firm or organization	From		To		Hourly/Monthly Salary
	Month	Year	Month	Year	Starting $
Address Phone ( )					Final $
Kind of business	Title and Job duties				
Name and title of immediate supervisor					
Reason for leaving					

Name of firm or organization	From		To		Hourly/Monthly Salary
	Month	Year	Month	Year	Starting $
Address Phone ( )					Final $
Kind of business	Title and Job duties				
Name and title of immediate supervisor					
Reason for leaving					

I certify that statements made by me in this application are true, complete, and correct to the best of my knowledge. I understand that any false statements made herein may void this application and any actions based on it. I authorize the Texas Agricultural Experiment Station to make any reference checks relating to my *prior* employment and education.

Date of Application

Signature of Applicant

(continued next page)

The following information is requested to facilitate the Texas Agricultural Experiment Station's Affirmative Action and Equal Employment Opportunity Programs and to provide statistical data in compliance with existing federal and state regulations. Your response is voluntary and will remain confidential in accordance with appropriate statutes. If you choose not to provide the requested information, your application for employment will not be affected adversely.

Check the race/ethnic group and sex with which you identify.

______ WHITE. (Not of Hispanic Origin) All persons having origin in any of the original peoples of Europe, North Africa, the Middle East.

______ BLACK. (Not of Hispanic Origin) All persons having origins in any of the black racial groups of Africa.

______ HISPANIC. All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

______ ASIAN or PACIFIC ISLANDER. All persons having origins in any of the original peoples of the Far East, Indian Subcontinent, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

______ AMERICAN INDIAN or ALASKAN NATIVE. All persons having origins in any of the original peoples of North American.

Sex: Female ______ Male ______

Check the following category with which you identify.

______ DISABLED VETERAN. I have a disability which entitles me to Veterans Administration disability compensation rated at 30% or more; or I was discharged or released from active military duty because of a disability incurred or aggravated in the line of duty.

______ HANDICAPPED INDIVIDUAL. I desire to be identified as a handicapped individual because I (have, have a record of, am regarded as having) the physical or mental impairment of ______________________________

which substantially limits me in one or more of my major life activities.

______ VETERAN OF THE VIETNAM ERA. I served on active duty with one of the United States Armed Forces between August 5, 1964 and May 7, 1975; or I was discharged or released from active duty for a service connected disability and part of my duty was served between August 5, 1964 and May 7, 1975.

______ The above categories do not apply, or I do not desire to furnish any of the above information.

Name	Social Security Number	Date of Birth
Are you related to any Texas Agricultural Experiment Station or Texas A&M University System employee or regent? ☐ Yes ☐ No		
If yes, please give position this relation most recently held and location of employment		
Are you a citizen of the United States? ☐ Yes ☐ No	If no, please give VISA status	
Is your application or resume submitted in response to an advertised vacancy or specific job you know is to become vacant? ☐ Yes ☐ No		
If yes, please give job title and location		
(Job title)	(City)	

Requirement for Social Security Account Number
in Employee Records within The Texas A&M University System

NOTICE TO APPLICANTS

Section 7(b) of the Privacy Act of 1974 (5 U.S.C. 552a) requires that when any Federal, State, or local government agency requests an individual to disclose his social security account number, the individual must also be advised whether the disclosure is mandatory or voluntary, by what statutory or other authority the number is solicited, and what uses will be made of it.

Accordingly, employees, or applicants for employment, are advised that disclosure of an employee's social security account number (SSAN) is required as a condition for employment within The Texas A&M University System and its Parts, in view of the practical administrative difficulties which would be encountered in maintaining adequate records without the continued use of the SSAN.

The SSAN is used to verify the identity of the employee, and as an employee account number (identifier) throughout the period of employment in order to record necessary data accurately. As an identifier, the SSAN is used in such employee activities as determining and recording salary entitlements, payments and deductions, determining, recording, and payment of Federal withholding taxes; determining, recording, and payment of social security contributions by both employee and employing agency, determining, recording, and payment of retirement contributions by both employee and employing agency; determining and recording employee annual and sick leave accumulation and use, recording entitlement and payment for official travel and per diem; determining and recording entitlement and payment for worker's compensation; reporting earnings to the Texas Employment Commission which serves as the basis for determining any future unemployment compensation insurance benefits; recording personal data in System group insurance files; determining and recording service for retirement and other benefits based on length and dates of employment and other service; and such other related requirements which may arise.

Authority for requiring the disclosure of an employee's SSAN is grounded on section 7(a)(2) of the Privacy Act, which provides that an agency may continue to require disclosure of an individual's SSAN as a condition for the granting of a right, benefit, or privilege provided by law where the agency required this disclosure under statute or regulation prior to January 1, 1975, in order to verify the identity of an individual.

The Texas A&M University System and its Parts, have, for several years, consistently required the disclosure of the SSAN on employment application forms and other necessary employee forms and documents used pursuant to statutes passed by the State of Texas and United States and regulations adopted by agencies of the State of Texas and United States, and by the Board of Regents of The Texas A&M University System.

(continued next page)

Applications are maintained for only two years from the date they are received. You must contact us if you wish them to remain active after that time.

FOR OFFICE USE ONLY

Name of Interviewer	Position	Date
Comments		

Position: ☐ Budgeted ☐ Wage ☐ Student ☐ Graduate Assistantship

Unit: Position: Title Code: Date:

Note: Unit may wish to consider listing all PIN or openings for which this application was considered.

Typing ______ Dictation ______

Errors ______ Errors ______

Coordination

This application is included through the courtesy of the Texas Agricultural Experiment Station.

8. Personality
9. Lack of job related skills
10. Poorly completed job application form (The Advisory Council for Technical-Vocational Education in Texas, 1979).

In this same survey the Advisory Council found the following items as the 10 leading reasons for employers hiring one applicant over another:

1. Previous work experience
2. Interest shown in job for which being interviewed
3. Recommendation from previous employers
4. Training background
5. Ambitions
6. Health record
7. Personal appearance
8. Personality
9. Maturity
10. Manners and mannerisms

In preparing students for job interviews, it is important that they be encouraged to be relaxed and be themselves in an interview setting. Students should be encouraged to be positive and look at their strong points before they go for interviews. It is probably the case that they have more to offer than they realize (Department of the Army, 1975).

Besides the general advice of being relaxed and positive about one's capabilities, there are additional ways that educators can prepare students for job interviews. Counselors and teachers should provide job interview training for students that includes the topics of appearance, manners and probable questions to be asked by interviewers. Suggestions for discussion of these topics follow.

Appearance

The first impression that a prospective employer gets of a job applicant is important, and this impression is very dependent on the applicant's appearance. Employers expect prospective employees to be clean, neat, and appropriately dressed. A sloppy appearance can create the impression that an individual is sloppy in his/her work. Being inappropriately dressed can create the impression that a person does not have good judgement (Smith et al., 1979).

Many individuals fail to see themselves as others see them. This factor combined with a growing tendency to "do my own thing" can result in not landing a job. An 18-year old applicant failed to find a job as an automobile mechanic because employers were not impressed with the cutoffs and big black hat that he wore. An interviewer for a construction company usually would not expect applicants for a carpenter's position to appear in a suit and tie, but the interviewer would expect a neat and clean appearance. Women should not be overly dressed or wear an excessive amount of makeup (Richland College).

Besides clothes, appearance includes:

1. The way an individual walks, sits, stands and moves;
2. The way personality, interest and awareness come through on a person's face;
3. Physical attractiveness;
4. The way a person radiates health and vitality;
5. Cleanliness (Smith et al., 1979).

The Louisiana State University modules on job-seeking skills state that the three basic rules to follow in regard to dress and grooming for job interviews are (1) neatness, (2) cleanliness and (3) moderation in dress.

Manners

Being able to display good manners and knowing how to show respect and attention to other people are personal characteristics that belong to most young people. Being polite and courteous are behaviors that are easy to display in a job interview if these characteristics are a part of an individual's every day conduct. However, counselors and teachers must not assume that students will automatically know how to behave. High school students need to be reminded of behaviors and courtesies that would leave a good impression with an interviewer such as the following:

1. A job applicant should plan to arrive for an interview 10 to 15 minutes early. This time will allow for any unexpected emergencies.
2. The job applicant should be sure to determine the interviewer's full name and how to pronounce it.
3. The interviewee should be pleasant, courteous and business-like.
4. An individual should greet the interviewer by name and take cues from the interviewer. If he/she moves to shake hands, the job applicant should do so. The applicant should wait to be offered a chair before sitting down.
5. An interviewee should not chew gum and should not smoke unless invited to do so.
6. When speaking to the interviewer, the applicant should look the person directly in the eye and continue to do so from time to time.
7. The applicant should show interest in the job and company and also an appreciation for the opportunity to present his/her qualifications.
8. Most interviews last 20 to 30 minutes, and the interviewee must sense when the interview is coming to an end and exit by thanking the interviewer for his/her time and interest. It is important that the interview not be prolonged beyond a reasonable time.
9. To ensure a good rapport applicants should speak clearly, listen closely, and show by gestures and facial expressions that they understand and are receptive to the interviewer's thoughts and questions.
10. Following an interview, the applicant should

write a brief letter thanking the firm for the consideration shown and indicate that he/she is looking forward to hearing from the firm.

Probable Questions and Answers

A very important part of the preparation for a job interview is knowing how to respond to questions asked by an interviewer. A question should be answered only after the interviewer is completely finished in posing the question. The interviewee should pause after a question to give himself/herself time to compose an answer which is concise but thoughtful. Good listening ability can be used to pick out patterns in the interviewer's questions. These patterns may indicate certain requirements that the company is seeking (Martin, 1979).

The Fall, 1979, issue of *Occupational Outlook Quarterly* outlines some difficult questions and gives suggestions on how to answer them. Two open-ended questions that are designed to get applicants talking are "tell me about yourself" and "what can I do for you?" These questions are difficult because they are so broad. In responding to these questions, the interviewee should narrow the focus and direct answers to support his/her candiacy for a job with the company.

The list of most frequently asked questions in job interviews as determined by Frank Endicott (1965) of Northwestern University can be very helpful to students preparing for job interviews. The counselor can assist students in formulating mature answers to the following questions:

1. What do you see yourself doing five years from now?
2. What do you really want to do in life?
3. What are the most important rewards you expect from your career?
4. What do you expect to be earning in five years?
5. Which is more important to you, the money or the type of job?
6. What do you consider to be your greatest strengths and weaknesses?
7. How would you describe yourself?
8. What two or three accomplishments have given you the most satisfaction? Why?
9. What school subjects did you like best?
10. What school subjects did you like least?
11. How do you react to pressure?
12. In what school activities have you participated? What did you enjoy the most?

By anticipating questions such as these, a young person can be prepared to answer interview questions in a concise and thoughtful manner. Just knowing what to expect in a job interview can help an applicant to relax and create a good impression.

Attitude of Applicant Toward Employment

Attitudes relate to what a person is thinking or feeling. An individual's body movements and facial expressions reflect inner feelings and attitudes. A clenched fist, a way of smiling or a position of the head can reflect an attitude. Attitudes are also shown by what a person says and how he/she says it. Speaking loudly or softly can reveal an attitude. Young people must realize that attitudes are extremely important because they express to others how the individual is thinking and feeling or how the individual wants others to think he/she feels. Attitudes can be negative or positive. Negative attitudes usually are destructive and turn people off. Positive attitudes turn people on and can be used as tools by young people to create a good impression and land a job (*The Working World — Job Attitudes, 1975).*

In the Texas Advisory Council's survey of employers, the respondents indicated areas of needed improvement in preparing young people for the world of work. Most of these improvements were related to worker attitudes:

1. A concern for productivity
2. A pride of craftsmanship and quality of work
3. Responsibility and the ability to follow through on an assigned task
4. Dependability
5. Work habits
6. Attitudes toward company and employer, and
7. Ambition/motivation/desire to get ahead.

Attitudes manifest themselves in many ways, and many students and workers are totally unaware of the signals that other people notice. Students should be assisted in seeing that negative signals will not get positive results. Too many individuals unintentionally send negative signals and suffer from ignorance, which stems from lack of information and preparation (Richland College).

Assessing the Employer and the Job

In applying for a job and going through an interview, it is just as important for the applicant to assess the employer and the job as it is for the employer to assess the applicant. Employment is a mutual agreement between the employer and the employee. Sometimes the applicant is so eager to please the prospective employer that he/she fails to get the facts about a job. It can be very depressing later to find that the job has several limitations the employee had not anticipated.

Before accepting a job, an individual should know what the job responsibilities are, the pay and fringe benefits, the work hours and work shifts, and promotion opportunities. Some of this information can be gathered in researching a company before a job interview. Additional information can be gathered by asking appropriate questions at the job interview. The applicant should not ask these questions at the beginning of the interview, but the interviewer will usually allow time for questions from the interviewee. In fact, the prospective employer will expect the applicant to have questions. If the individual still lacks information about the employer and job when a job offer is made, the applicant should ask the employer for more information before making a decision to accept or reject the position.

An important career guidance topic for high school students is knowing how to assess a job and its benefits. Work hours, work shifts, wages and overtime should be items that are familiar to students. They should know about such things as probation and seniority. Students should know about payroll deductions and the possibility of company benefits such as health insurance, paid holidays, vacations, and sick leave. The possibility of company training programs and company payments for schooling should be discussed.

Affirmative Action

Discriminatory practices in the work world have made it difficult for minority groups to find good jobs and satisfying careers. Ethnic groups, handicapped individuals, and women have experienced discriminationatory practices. It is now against the law to practice discrimination in the work force; however, many forms of job discrimination continue to exist.

Guidelines on the types of information that applicants do not have to include in applying for a job are included in Title VII (Equal Employment Opportunity) of the Civil Rights Act of 1964. This law states that a person needs to provide an employer only that information about himself/herself which is directly related to the job in question. Questions about age, marital status, number of children, weight and height cannot be asked if the information has no relationship to whether the person is qualified for the job. An employer cannot ask a job applicant if he/she has a criminal record, but the employer can do a security clearance before hiring an individual. Questions about military experience and job-related experience can be asked, but a question about the type of military discharge received cannot be asked.

Some businesses require a polygraph test as a condition of employment. These are usually grocery stores, banks and other businesses that require employees to handle money and/or products. Businesses that are very susceptible to shoplifting may require employees to take polygraph tests. A job applicant must agree to take a polygraph test; it cannot be forced on the individual. Personal questions unrelated to the applicant's ability to perform the job in question cannot be asked during the polygraph examination.

Some personal questions are illegal; however, the interviewer may ask them anyway. It may be to the job applicant's advantage to answer these questions as honestly and tactfully as possible (Martin, 1979). Especially if the interviewee does not feel offended by the questions, he/she should go ahead and answer the questions. Frequently employers ask questions of job applicants that are not permitted by the Equal Employment Opportunity Law because they are not familiar with the provisions of the law.

If an interviewer persists in asking questions that are not related to the job, the interviewee may respond by asking how the questions relate to the position that he/she is seeking. A response like this may cause the individual to not get the job. The applicant should realize, however, it is probably best not to be employed by a company which is concerned about non work-related topics (Smith et al., 1979).

The Equal Employment Opportunity Commission (EEOC) is a federal commission that is empowered to investigate and correct discriminatory practices found in companies with more than 15 employees. The EEOC has regional offices throughout the United States, and the office for any area of the country can be located by consulting the telephone directory. Students should be encouraged to first talk to company officials if they encounter discrimination in employment before going to a governmental agency such as the EEOC. As mentioned earlier, the employer may be unaware of the requirements of laws prohibiting discrimination. Frequently this approach will resolve the problem and no further action is needed.

What are Employers Looking For?

It is safe to say that almost all employers require basic education skills as a condition of employment. In the employer survey conducted by the Texas Advisory Council for Technical-Vocational Education, over 53 percent of the 1,695 employers said that occupational skills are required in addition to basic academic skills for entry level jobs. Over 80 percent of the employers said that occupational skills are either required for at least some jobs, or they influence an individual's starting pay for some jobs. The results of this survey indicate the importance of all high school students having saleable skills when they exit school.

In the Texas survey, employers were asked their views concerning additional goals for schools in preparing people for "living and making a living." The five areas in which employers believed schools should be placing greater emphasis were:

1. Assist students in developing the ability to apply theoretical knowledge gained in the classroom or laboratory to real life situations.
2. Provide students with opportunities for confirming their interests, abilities, and aptitudes to succeed in their chosen field of work through actual or simulated "hands-on" work experiences in the field.
3. Assist each individual in acquiring entry level skills as a means of securing meaningful employment within a specific industry.
4. Assist each individual in developing skills/knowledge which can be used in the performance of more than one job within an industry.
5. Assist students in developing an understanding of the industry in which they plan to work, the opportunities in the industry, and the role of the industry in the economy.

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CHAPTER V

What to Expect After Initial Employment

Starting a new job can be an exciting experience if approached correctly. Especially important for young people who are embarking upon their first experiences as fulltime workers is to approach jobs with positive attitudes and a sense of enthusiasm. Counselors need to share their own work experiences with students and tell how they adjusted to new work situations. This learning experience could start with the counselors explaining how they first adjusted to their current positions as counselors.

If the job search has been done correctly, the young worker's chances of success on a new job should be very high. However, high school students must understand that landing a job is just the first step in becoming a successful and happy worker. Success does not just happen. Students must understand that job success requires constant effort. Individuals can have considerable influence on the successes and failures that they experience in the work world, but there are also going to be many times when they have limited control over their destiny as a worker. Counselors need to talk with students about ways they might deal with situations that could threaten their jobs such as worker cutbacks, bosses who are unreasonable and expect too much from their employees and the need for re-training due to technology.

Some people seem to adjust to new situations better than others. This chapter presents ways that counselors

can prepare high school students for the experiences they will encounter as new workers in business and industry.

What to Expect the First Day on the Job

Adjusting to a new job will take time, and the amount of time that it takes will depend on the complexity of the job and the amount of training required. Students must understand that in most cases they cannot expect to learn everything about a new position during the first couple of days of employment. However, they must show enthusiasm and listen very carefully to the directions and training that they receive.

In observing and evaluating new workers, employers are usually very concerned about the kinds of work habits that workers have. These work habits include such practices as arriving for work on time, a good attendance record, a willingness to assume responsibility, being conscientious about one's work, and the desire and motivation to keep busy and not waste time. In employing young workers right from high school, employers will want to know what kinds of work habits the students displayed in high school. Students need to be aware of this interest on the part of most employers, and students also need to know that if they display poor work habits in high school, it is going to be difficult for them to change when they get their first jobs.

One way of preparing for a new situation is to consider what might happen in the situation and the alternatives to action. Students usually will be more relaxed and better prepared for their first fulltime job if they have some ideas about what to expect during their first few days on the job. A new employee will be expected to complete a certain amount of paperwork, such as tax withholding forms and insurance applications. Most large companies will require an employee to have a physical examination. An orientation session that includes a tour of facilities and an introduction to various workers and supervisors is something that most companies provide for new workers. Company policies and fringe benefits usually will be explained. Finally, an explanation of job responsibilities and any needed training will be something that all new employees can expect. Depending on the position, job training may last longer than just a few days.

Another way of preparing students for the first few days on a job is to suggest ways that will help them develop initial working relationships with peers and supervisors. New employees should:

1. Learn the names and job responsibilities of co-workers and supervisors.
2. Learn the personality characteristics and expectations of supervisors.
3. Ask questions about the job if job responsibilities and expectations have not been completely explained. Employees must be willing to ask questions and reduce the chances of performing job-related tasks incorrectly.
4. Listen to co-workers who have more experience and are willing to help new workers (Innovative Sciences, 1975).

Getting Along with Supervisors and Co-Workers

Being able to get along with supervisors and co-workers is an important factor in the job success of most

workers. More people lose jobs over the inability to get along with others than because of their inability to do the job. The secret of getting along on a job is to develop a positive attitude. Negative attitudes turn people off, but a positive attitude is a tool that a young person can use to become a successful worker.

In surveys of employers about reasons for terminating employees, most of the reasons given relate to a poor attitude and an inability to work as a team member. Some of the typical negative comments that employers make about employees are:

1. Lacks maturity and initiative
2. Uncooperative
3. Poor attitude — can't adjust to change
4. Unkempt appearance
5. Constant talker
6. Needs too much supervision
7. Problems at home interfere with work
8. Complains too much (Richland College).

Individuals can display positive attitudes, but it takes effort. It is so easy for a person to develop a negative attitude when things go wrong, but with a little effort a negative attitude can be avoided. Students should begin practicing positive attitudes in school before they enter the work world. Some of the characteristics of a positive attitude are:

1. A pleasant and friendly expression
2. Respect for others and not being critical of others
3. A willingness to see other points of view
4. Does not complain
5. Does not make excuses
6. Accepts responsibility
7. Has varied interests.

From this list a counselor and students should be able to generate other characteristics of a positive attitude. It would be useful if the students used the list as a check to see what attitudes they need to change.

Bosses are people, too, and they have feelings. If a worker disagrees with a request or order from a boss, he/she can state the disagreement without being disagreeable. A supervisor may seem unfriendly and overdemanding on a certain day because of a problem unrelated to the work situation. Co-workers also can have their good days and bad days. In learning how to get along with supervisors and co-workers, a young person needs to develop a willingness to listen and try to understand others.

Schools today are places where students encounter individuals from many different social, economic and ethnic backgrounds, and the work place provides the same kinds of opportunities. One mistake in working with individuals from minority groups is the tendency to patronize them. Students need opportunities to discuss their differences and how they cope with these differences.

One way that a young worker can create difficulties for himself/herself in a new job setting is to develop friendships with co-workers who have poor work habits and negative attitudes. Students should be advised to be cautious about the associations with co-workers that they form. It is usually best to avoid cliques. A new worker should be friendly and willing to develop friendships that contribute to his/her job success, but an individual should avoid relationships with co-workers who have poor attitudes about their jobs. The employee who lacks motivation and is just "getting by" should be avoided. An individual who is constantly talking and does not hesitate to spread gossip should be avoided. Also, the militant worker and the "know-it-all" individual are persons to avoid.

Counselors and teachers need to work with students in helping them to approach work and relationships in a positive manner. If students learn the importance of a positive attitude while still in school, they will be better prepared to achieve success when they become fulltime workers.

Physical Examinations

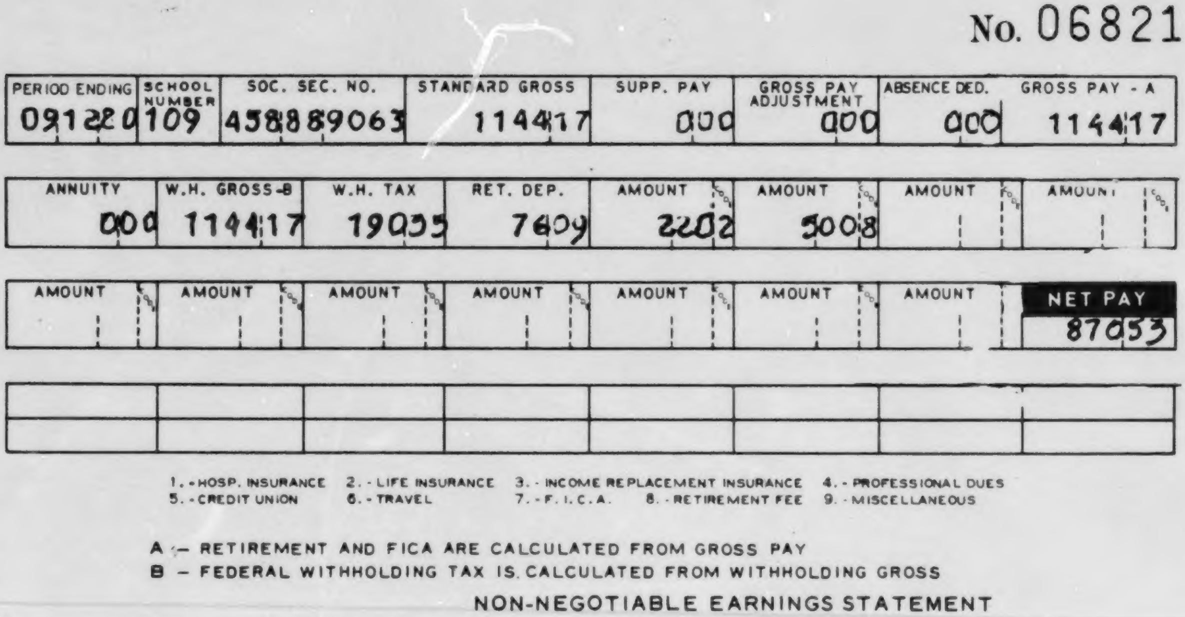
As mentioned in a previous chapter, most job application forms have a section on the applicant's physical record. It is important that this section be answered accurately and honestly. If an individual attempts to conceal a previous physical illness, injury, or handicap in completing a job application, the physical problem probably will be discovered because most companies require a physical examination before an individual begins work. An employer usually will not hire a person who has given false or incomplete information on a job application. A person having a medical problem that might hinder a job search should be prepared to tell employers why the problem will not interfere with his/her work.

A thorough physical examination is a protection both to the worker and the company. Employers need to know that a person is physically capable of working for their company. Employees need to know that they do not have any physical illness or handicap that might become worse if employed in certain kinds of jobs. Many group insurance programs associated with employer-employee benefits require that employees have physical examinations before being accepted for membership in the insurance program.

Students need to know that a physical examination is a routine procedure for most companies. Young people should be encouaged to have regular physical examinations by their family doctors, and they should be encouraged by school personnel to take good care of their bodies by proper eating habits, securing needed rest, and engaging in regular exercise. A poor physical appearance usually is a negative factor in getting hired.

Payroll Deductions and Company Benefits

One of the biggest surprises that new employees, especially young workers, can have is that their take-home pay is considerably less than the money they actually earned. The first paycheck can be a depressing experience for young people who did not anticipate the amount of taxes and other sums that would be subtract-



No. 068213

PERIOD ENDING	SCHOOL NUMBER	SOC. SEC. NO.	STANDARD GROSS	SUPP. PAY	GROSS PAY ADJUSTMENT	ABSENCE DED.	GROSS PAY - A
091220	109	458889063	114417	000	000	000	114417

ANNUITY	W.H. GROSS-B	W.H. TAX	RET. DEP.	AMOUNT	AMOUNT	AMOUNT	AMOUNT
000	114417	19035	7409	2202	5008		

AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	NET PAY
							87053

1. - HOSP. INSURANCE 2. - LIFE INSURANCE 3. - INCOME REPLACEMENT INSURANCE 4. - PROFESSIONAL DUES
5. - CREDIT UNION 6. - TRAVEL 7. - F. I. C. A. 8. - RETIREMENT FEE 9. - MISCELLANEOUS

A — RETIREMENT AND FICA ARE CALCULATED FROM GROSS PAY
B — FEDERAL WITHHOLDING TAX IS CALCULATED FROM WITHHOLDING GROSS

NON-NEGOTIABLE EARNINGS STATEMENT

ed from their earnings. High school students should receive training on the various items on a typical company paycheck and the reasons for these deductions. This training can be enhanced through use of sample paychecks. Government deductions include Federal Income Tax and Social Security Tax, and students should have enough knowledge about these taxes so they can anticipate the amount of taxes that they will be paying. Also, students need to understand authorized or personal deductions such as savings bonds, tax sheltered annuities, medical insurance, life insurance and union dues. Knowledge about paychecks and typical deductions can make the first paycheck an exciting and happy experience instead of being a depressing one.

Frequently company benefits are given limited or no consideration when an individual accepts a job. Salaries and wages for the same jobs in different companies often will be the same, but the difference may be in the fringe benefits that the companies offer. Company or fringe benefits include major medical insurance, paid holidays and vacations, sick leave, company payments for schooling, and workmen's compensation. A very important company benefit that all workers should consider carefully is the pension plan. Most pension programs require contributions from both the employer and employee. Other benefits that are frequently provided include life insurance and income protection insurance.

Payroll deductions and company benefits are two topics that are often ignored in training young people for their first jobs. Emphasis is placed on job skills, the job search, job applications, and interviews. These are all important topics in training students for the work world, but training must also focus on what individuals do after they have secured a job or how they decide among several job offers. A worker may decide to leave one company for another because the employee benefits are better. Differences in fringe benefits among companies usually are not obvious, and this is why students need to be knowledgeable about the different kinds of company benefits.

How to Resign Properly

There are many reasons why an employee decides to leave a job. Sometimes the reasons may be a better paying job, or a promotion, an easier job, or a more challenging job, or the desire to move to another community or part of the country. Sometimes the reasons may be disenchantment with the employer, or a lack of interest in the job, or the inability to get along with supervisors and co-workers. Whether the reasons for leaving a job are positive or negative, the worker needs to give sufficient notice to the employer so a replacement can be hired. Even if the relationships with supervisors and co-workers have been strained, the individual leaving a job should attempt to do so on a positive note and not leave the job in a huff. This should be done if only for the sake of good recommendations to future employers. Individuals should terminate positions with companies in the same professional and business-like manner that they secured the jobs.

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CHAPTER VI
Exploring Self-Employment

Introduction

Entrepreneurs create their own careers by recognizing opportunities and making the most of them. They use such skills as risk-taking, innovation and decision making to start and run their own businesses.

Clear-cut job descriptions for entrepreneurs do not exist. Self-employment is a complex issue that requires the right mix of creative drive, personal flexibility, and managerial skills. The ability, experience, motivation and commitment that students bring with them to the guidance counselor are critical factors in preparing students for self-employment. The challenge of preparing students for entrepreneurships can be met, in part, through the guidance program.

In Chapter I, the need for young people to understand their interests, abilities, values, potentialities and limitations is stressed and suggestions for planning and implementing an effective appraisal program are described. Data secured from the appraisal process are useful in helping the student to answer the important question, "Is self-employment for me?"

An Entrepreneurship Model

Recent research in entrepreneur education indicates that the self-employed person is highly independent. Counselors, therefore, probably will be most effective if they see their role as facilitaters helping potential entrepreneurs to manage their own learning. That has been the philosophy of the developers of an entrepreneurship education program at the University of Illinois. While it has been developed for university students, it has implications for the high school student as well. This two level program is designed to build upon knowledge of self and development and/or enhancement of different aspects of eight entrepreneurial skills:

- inner control
- innovation
- decision making
- human relations
- planning and goal setting
- reality perception
- risk taking, and
- using feedback.

Level One of the program consists of nineteen, 50-minute classroom sessions. Activities in this first stage include self-assessment, case studies and guided group discussions. Emphasis is placed on understanding the way entrepreneural skills are used in everyday life. One student who participated in the program commented about the activities related to inner control, "I think it's important to be aware that there are powerful people and chance, but that we can control the direction of our lives in work, family and leisure by using inner control" (Scanlan and Fleaman, 1980).

Out-of-class assignments are designed to trigger introspection. They are not the typical homework — pencil and paper assignments. Rather, they are designed to be personalized extensions of the class activities. Most of these assignments can be done while driving or waiting in line. Readings are encouraged from such sources as pamphlets from the U.S. Small Business Administration as well as selections from texts on small business management. A confidential journal that records students' reactions to their out-of-class assignments completes Level One of the Illinois experimental program.

Level Two focuses on applying the eight skills to business start-up situations. This is handled through student projects which require about two weeks of time each. A total of nine areas are suggested from which the students select four. Students are allowed to develop projects in areas not on the list as well. Those suggested for selection are —

- deciding on product and market
- selecting a location
- obtaining initial capital
- choosing the legal form of organization
- record keeping
- credit and collections
- advertising and sales promotion
- employee and community relations, and
- insurance (Scanlan and Fleaman, 1980).

One of the key factors in the projects is that they are done in concert with business owners who have volunteered to meet with students on a one-to-one basis. From this, students not only gain a realistic perspective for the attainment of their projects, but they build up a number of business contacts in the community as well.

The second level of the program provides a format and resources (such as project ideas and pre-designed projects) that facilitate individual learning. Group discussions following completed projects help students to make decisions about themselves and self-employment.

From this type of guidance experience a variety of results can occur:

- Some may decide they are not ready for self-employment.
- Formal courses in business management may be desired.
- Additional work experience may seem necessary.
- A part-time venture may be opted for which will further develop skills before full-time self-employment is attempted.

While this program could not be incorporated in its entirity into every high school's guidance program, it could be adapted to a group guidance situation that the counselor could easily manage.

Who Should Consider Self-Employment?

In counseling students who are considering going into business, it is helpful to develop a client profile that can be used as a spring board for future sessions. A worksheet developed by the Small Business Administration (SBA) is a good activity with which to begin. It has been reproduced on pages 44 and 45. The answers to the questions on the worksheet will help the client to answer the first question on the list following:

- Are you the kind of person who can get a business started and make it go?
- Think about *why* you want to own your own business. Do you want it badly enough to keep working long hours without knowing how much money you will realize?
- Have you worked in a business like the one you want to start?
- Have you worked for someone else as a foreman or manager?
- Have you had any business training in school?
- Have you saved any money?

What About Money?

Another session could focus on money — how the entrepreneur will finance the venture. Again, an SBA worksheet is a good beginning. Examples of two that would be appropriate are on pages 46, 47 and 48. After completing them, the client should be able to answer these questions:

- Do you know how much money you will need to get your business started?
- Have you calculated how much of your own money you can put into the business?
- Do you know how much credit you can get from your suppliers — the people you will buy from?
- Do you know where you can borrow the rest of the money you need to start your business?
- Have you estimated the net income per year you can expect to get from the business? Count your salary plus your profit on the money you put into the business in the net income.
- Can you live on less salary so that you can use some of the money to help your business grow?
- Have you talked to a banker about your plans?

Is a Partnership Feasible?

The client might want to consider the feasibility of a partnership. There are three basic considerations that the counselor should suggest relative to finding a suitable partner:

- The partner should bring something you do not already have into the business. It might be money or it could be know-how. Do you know someone who fits into the business *with whom you can get along*?
- Know the good and bad points about going it alone, having a partner, and incorporating your business.
- Talk to a lawyer about it.

Legal Aspects of Self-Employment

The operation of any business, large or small, cuts across legal principles applicable to the rights of buyers and sellers, landlords and tenants, creditors and debtors, employers and employees, and other groups in a competitive economy and a mobile society. The complexity and volume of these laws make it impossible for small marketers, as well as others, to know all their opportunities and rights and recognize their liabilities as well as those of others under the law. The need, therefore, is for a specialist, a lawyer, who is available for advice on routine as well as major decisions. Yet, many owners of small service firms use legal service only in emergencies (Laughlin, 1976).

The Small Business Administration (SBA) states that the legal services which a lawyer provides can be summed in four words: checking, advising, guiding and representing.

A lawyer can *check* past actions to see if a law has been unintentionally violated. For example, by being unaware that a license is required for a particular line of merchandise, a retailer may not have obtained one. Also, a lawyer can sometimes discover information that can be used to improve the business. An example of this might be that through a lawyer's examination, it might be found that another form of business organization might better serve the owner and the business.

A lawyer can *advise* an entrepreneur relative to legal principles involved in the various courses of action open. Decisions are usually easy when only one course of action is open, but a decision becomes more difficult when the law permits several options.

While the ultimate decision must rest with the owner in all cases, a lawyer's *guidance* because of his/her experience and training can be most useful in evaluating the alternatives.

In *representing* the self-employed, it is important to stress that a lawyer speaks as one specialist to another. He can speak the "professional language" of licensing boards, regulatory bodies, town courts and other governmental agencies. Of course, a lawyer is very valuable in negotiating and drawing up contracts (Laughlin, 1976).

Borrowing Money

The ability to obtain money when it is needed is as necessary to being self-employed as it is to having a good business location or the right equipment. Before a bank or lending institution will lend money, the loan officer must feel satisfied with the answers to the following questions:

- What type of person is the prospective borrower? The character of the borrower often comes first, followed closely by the individual's ability to manage his/her business.
- How will the money be used? The answer to this question will determine the type of loan (short or long term). Money to be used for the purchase of seasonal inventory usually requires quicker repayment than money used to buy fixed assets.
- When and how will repayment be made? A banker's judgment as to one's business ability and the type of loan will be deciding factors.
- Does the amount of money being requested make suitable allowance for unexpected developments? The banker decides this question on the basis of the client's financial statement which states the condition of the business and/or on the collateral (security) pledge.
- What is the outlook for business generally and the client's business particularly?

A financial statement for the self-employed should include:

- *General information* such as accounts payable, notes payable, salaries of the owner and others, current taxes, order backlog, number of employees, and insurance coverage,
- *Accounts Receivable,*
- *Inventories,* and
- *Fixed Assets* (Laughlin, 1976).

Getting Started in Self-Employment

When a student is sufficiently sure that he/she wants to pursue the self-employed route, additional considerations must be mentioned. The counselor may want to include the student's answers to these questions in the profile being developed:

The Building

- Where will you house your business?
- Is there room for expansion as the business grows?
- Can the space be adapted to your needs with minimum expense?
- Is it easily accessible to customers?
- Have you or a lawyer checked the lease and zoning restrictions?

Equipment and Supplies

- Have you estimated the cost of equipment and supplies? (The worksheet suggested on page 48 should provide this information.)
- Can money be saved by buying used equipment?

Merchandise

- Have you decided on a product or service to sell?
- Do you know the quantity of merchandise or number of clients that initially can be served?
- If you are using products, have you found a supplier at a good price?

Record Keeping

- Have you planned a system of records that will keep track of your income and expenses?
- Do you have a plan for keeping track of your inventory so that you have enough on hand to supply the requests but not so much that you can't sell it all?
- Have you set up a payroll records system? Does it include tax reports and payments?
- Can you prepare a financial statement? (This was covered previously under the heading *Borrowing Money.*)
- Do you know how to use a financial statement?
- Do you know an accountant who will help you with your records and financial statements? (Some accountants will serve several small businesses which helps to reduce cost to the individual business.)

Legal Checklist

- Will you need licenses and/or permits?
- Do you know what business laws apply specifically to you?
- Have you identified a lawyer to whom you can go for advice and help with legal papers?

Security

- Have you consulted an insurance agent about coverage needed?
- Have you taken any steps to protect your business from thefts (shoplifting, robbery, burglary, employee dishonesty, etc.)? (U.S. Government Printing Office, 1975).

Record keeping, financial statements, and legal requirements may not seem as important to the business as the product or service for the student about to venture into self-employment. It is critical, therefore, that the counselor stress that studies made of business failures show that reasons for failure can frequently be attributed to inadequate records. Absence of the records is not itself the cause, but it does account for the businessperson's inability to see in advance the direction which the business is going. With up-to-date records, frequently a down-turn can be forecast in time to take steps to avoid it (Metcalf, 1973).

After start-up procedures have been completed, there is the task of keeping the business going. Students will probably have had very little or no exposure to the ingredients that keep customers using a product or service. Such items as advertising, pricing, buying, selling, hiring employees and dealing with credit will be additional concerns that counselors should cover with the entrepreneur. Keep in mind that while a profile should be developed for each student, group completion of the questions could be done with copies being made to place in the guidance department's files. The intent of the preceding questions and those that follow are to establish a framework for the self-employed to use in establishing and operating a business.

The next series of questions are designed to promote hard work and serious thinking. Running a business takes dedication, but it also requires constant evaluation:

- How can customers be attracted to the product or service? Will you advertise in newspapers, posters, handbills, radio, or by mail?
- Do you know when to get help for ads?
- Have you watched what other small businesses do to attract buyers?
- How do you know how much to charge for the product or service?
- What do others charge for similar things?
- Do you have a plan for finding out what customers want?
- Can you tell from your inventory record when to order more merchandise?
- Do you know how to get customers to buy?
- Have you considered why you purchase from some salesmen while not from others?
- When you need additional employees, do you know where to look?
- Do you know the type of employee you need?
- Do you know how much to pay?
- What about training the new employee?
- Will you extend credit to customers?
- Do you know how to check a customer's ability to pay and to obtain a credit history?
- Would you make more money working for someone else?

While financial rewards should not be minimized in importance, the decision to be self-employed may not depend entirely on financial rewards The potential return on an investment may not be nearly as important to the person as the desire for independence, the chance to do the type of work preferred, the opportunity to live in the section of the country or part of the city that is desired, or the feeling of usefulness to the community in which you live that often comes with self-employment. These intangible considerations must not be overlooked. It is important to stress, however, that a business cannot be kept open unless there is a financial return on the investment (Metcalf, 1973).

Six methods for success in a small store have been identified by Robert E. Levinson. These are important items for the entrepreneur to keep in mind:

1. *Cater* to customers.
2. *Build* an image.
3. *Encourage* teamwork.
4. *Plan* ahead.
5. *Look* for profit volume.
6. *Pay* your civic rent (Levinson, 1976).

There are also some danger signals for which a small store owner can watch that will indicate that something has started to go wrong. Small business counselors have pointed out that inexperienced owner-managers often do not realize that a problem exists until it is acute (Goodpasture, 1977). Danger signals concerning . . .

Customers

- Walk out without buying.
- Regulars no longer visit the store.
- Traffic in front of business has fallen off.
- They are not urged to buy additional items.
- More merchandise is being returned.
- Sales are down over same month of previous year.
- Sales are down year to date over previous year to date.

Displays & Merchandise

- Window not trimmed with new & exciting merchandise.
- Dusty racks, shelves, and counters.
- Shopworn stock.
- Store has rundown look.
- Crowded aisles (inconvenient).
- Damaged merchandise.

Employees

- Slow to greet customers.
- Personal appearance not neat.
- Lack knowledge of merchandise.
- Lack of interest in customer problems.
- Increase in mistakes.
- Employees go to work for competitor.

Money

- Ends barely meet from month to month.
- Trouble meeting payments on bank loans.
- Penalized for paying bills late.
- Bank balance declines several months in succession.
- Owner pays self more than sales justify.

There are many sources* that the guidance staff can use in preparing students for self-employment. While this list is by no means complete, the following should provide a point of departure.

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*For the address and telephone number of the Small Business Administration's Field Office nearest you, look under "United States Government" in the telephone directory.

Key Business Ratios, published annually by Dun and Bradstreet, Inc., 99 Church St., New York, NY, 10007. (Covers 125 lines of business activity, including manufacturing, wholesaling, retailing and construciton industries.)

Barometer of Small Business, published semi-annually by the Accounting Corporation of America, 1929 First Ave., San Diego, CA., 92101. (The businesses covered are mostly retail and commercial service groups.)

Cost Accounting for Small Manufacturers (SBMS No. 9), Small Business Administration.

Buying and Selling a Small Business (Nonseries), Small Business Administration.

The Financing of Small Business, James Bates, 1971, Sweet and Maxwell, London, England.

How to Start Your Own Business, William D. Putt, 1974, MIT Press, 28 Carleton St., Cambridge, MA, 12142.

"How Smaller Companies are Tackling Their Financial Problems," B. Munder, *Management Review,* January, 1975.

"Finding and Hiring the Right Employees," (SMA, #106) Small Business Administration.

"Better Communications in Small Business," (SBMS, #13), Small Business Administration.

Retirement Plans for Self-Employed Individuals, Document No. 5592. Available from the local Internal Revenue Office.

Facts About Franchising, National Better Business Bureau, Inc., 230 Park Avenue, New York, NY, 10017.

How to Get Started in Your Own Franchised Business, Farnsworth Publishing, Inc., 1967.

Professional associations and agencies often provide booklets and brochures free of charge or at a low cost to interested parties. The following partial list could be queried by the counselor for acquisitions to the guidance library.

American Accounting Association
653 S. Orange Ave.
Sarasota, FL 33577

American Institute of Management
125 E. 38th St.
New York, NY 10016

American Management Association.
135 W. 50th St.
New York, NY 10020

American Personnel & Guidance Association
5203 Leesburg Pike
Falls Church, VA 22041

American Society for Personnel Administration
19 Church St.
Berea, OH 44017

Bureau of Apprenticeship
and Training
U.S. Department of Labor
Washington, DC 20210

National Education Association
1201 16th St., NW
Washington, DC 20036

A guidance program that helps young people to examine their interests, abilities, values, potentialities and limitations is the first step toward an answer to the question, "Who should be self-employed?" While most of this chapter has covered product-oriented businesses, students should be reminded that starting a service-oriented business requires much less capital to initiate. The counselor, serving as a facilitator, can use small group processes, individual counseling sessions, or large group instruction to help potential entrepreneurs to manage their own learning. From these experiences, the student can consider career options with self-employment being one of the options.

Worksheet No. 1

Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.

_____ If someone gets me started, I keep going all right.

_____ Easy does it. I don't put myself out until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about anybody.

_____ I have plenty of friends — I don't need anyone else.

_____ Most people bother me.

Can you lead others?

_____ I can get most people to go along when I start something.

_____ I can give the orders if someone tells me what we should do.

_____ I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

_____ I like to take charge of things and see them through.

_____ I'll take over if I have to, but I'd rather let someone else be responsible.

_____ There's always some eager beaver around waiting to show how smart he is. I say, "Let him."

How good an organizer are you?

_____ I like to have a plan before I start. I'm usually the one to get things lined up when friends want to do something.

_____ I do all right unless things get too fouled up. Then I disappear.

_____ You get ready and then something comes along and stops the plan. So, I just take things as they come.

How good a worker are you?

_____ I can keep going as long as I am needed. I don't mind working hard for something I want.

_____ I'll work hard for a while, but when I've had enough, that's it!

_____ I can't see that hard work gets you anywhere.

Can you make decisions?

_____ I can make up my mind in a hurry if necessary. It usually turns out O.K., too.

_____ I can, if I have plenty of time. If I have to make up my mind fast, I think later that I should have decided the other way.

_____ I don't like to be the one who has to decide things. I'd probably ruin it.

Can people trust what you say?

_____ Yes, they can. I don't say things I don't mean.

_____ I try to be honest most of the time, but sometimes I just say what is easiest.

_____ What does it matter if the other fellow doesn't know the difference?

Can you stick with it?

_____ If I make up my mind to do something, I don't let anything stop me.

_____ I usually finish what I start — if it doesn't get fouled up.

_____ If it doesn't go well right away, I stop. Why beat your brains out?

How good is your health?

_____ I never run down!

_____ I have enough energy for most things I want to do.

_____ I run out of energy sooner than most of my friends seem to.

Now count the checks you made.

_____ How many checks are there beside the first answer to each question? _____

_____ How many checks are there beside the second answer to each question? _____

_____ How many checks are there beside the third answer to each question? _____

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points you're weak on. If many checks are beside the third answer, not even a good partner will be able to shore you up.

Worksheet No. 2

ESTIMATED MONTHLY EXPENSES			
Item	Your estimate of monthly expenses based on sales of $__________ per year	Your estimate of how much cash you need to start your business (see column 3.)	What to put in column 2 (These figures are typical for one kind of business; you will have to decide how many months to allow for in your business.)
	Column 1	**Column 2**	**Column 3**
Salary of owner-manager	$	$	2 times column 1
All other salaries and wages			3 times column 1
Rent			3 times column 1
Advertising			3 times column 1
Delivery expense			3 times column 1
Supplies			3 times column 1
Telephone			3 times column 1
Other utilities			3 times column 1
Insurance			Payment required by insurance company
Taxes, including Social Security			4 times column 1
Interest			3 times column 1
Maintenance			3 times column 1
Legal and other professional fees			3 times column 1
Miscellaneous			3 times column 1

WORKSHEET NO. 2 (Continued)

STARTING COSTS YOU ONLY HAVE TO PAY ONCE		
Fixtures and equipment		Fill in worksheet 3 on page 48 and put the total here
Decorating and remodeling		Talk it over with a contractor
Installation of fixtures and equipment		Talk to suppliers from who you buy these
Starting inventory		Suppliers will probably help you estimate this
Deposits with public utilities		Find out from utilities companies
Legal and other professional fees		Lawyer, accountant, and so on
Licenses and permits		Find out from city offices what you have to have
Advertising and promotion for opening		Estimate what you'll use
Accounts receivable		What you need to buy more stock until credit customers pay
Cash		For unexpected expenses or losses, special purchases, etc.
Other		Make a separate list and enter total
TOTAL ESTIMATED CASH YOU NEED TO START WITH	$	Add up all the numbers in column 2

WORKSHEET NO. 3

Lists of Furniture, Fixtures, and Equipment

Leave out or add items to suit your business. Use separate sheets to list exactly what you need for each of the items below.	If you plan to pay cash in full, enter the full amount below and in the last column.	If you are going to pay by installments, fill out the columns below. Enter in the last column your down-payment plus at least one installment.			Estimate of the cash you need for furniture, fixtures, and equipment.
		Price	Down-payment	Amount of each installment	
Counters	$	$	$	$	$
Storage shelves, cabinets					
Display stands, shelves, tables					
Cash register					
Safe					
Window display fixtures					
Special lighting					
Outside sign					
Delivery equipment if needed					
TOTAL FURNITURE, FIXTURES, AND EQUIPMENT (Enter this figure also in worksheet 2 under "Starting Costs You Only Have to Pay Once.")					$

References

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Laughlin, C. W. Legal services for small retail and service firms, *Small Marketers Aids,* No. 118. Washington, DC: U.S. Government Printing Office, 1976.

Levinson, R. E. Six methods for success in a small store. *Small Marketers Aids,* No. 127. Washington, DC: U.S. Government Printing Office, 1975.

Metcalf, W. O. Starting and managing a small business of your own. In *The Starting and Managing Series* (3rd Edition) (Vol. 1). Washington, DC: Small Business Administration, 1973.

Scanlin, T. J. & Fleaman, N. A. A new approach to educating entrepreneurs. *VocEd,* 1980, *55,* 28-29.

U.S. Government Printing Office. Checklist for going into business, *Small Marketers Aid,* No. 71. Washington, DC, 1975.

CHAPTER VII

Vocational Education Programs in Secondary Schools

This chapter provides an overview of the vocational education programs approvable by the Texas Education Agency for secondary schools. Counselors should find this information useful in guiding potential vocational education students. Terminology peculiar to vocational programs prefaces the chapter.

Definition of Terms

Vocational Education. Vocational instructional programs and other programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment; or for additional preparation (upgrading and retraining) for a career requiring other than a baccalaureate or advanced degree.

Instructional programs may be designed for (1) persons in high school, (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market, (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment, (4) disadvantaged persons, (5) handicapped persons, and (6) persons of limited English proficiency.

Instructional Program. A program of instruction designed to prepare individuals for paid or unpaid employment in a specific occupation which is especially and particularly suited to the needs and interests of those engaged in or preparing to engage in the occupation or occupations.

Guidance and Counseling Service. Activities which have as their purpose (1) helping students assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; (2) assisting students in increasing their understanding of educational and career opportunities; and, (3) aiding students in making optimum use of educational and career opportunities through the formulation of realistic goals. These activities include counseling students and, where necessary, parents; evaluating the abilities of students; assisting students in personal and social adjustment; and working with other staff members in planning and conducting guidance programs.

Cooperative Education. An organization of instruction designed to provide technical instruction, on-the-job training, and work experience. It involves a cooperative business relationship between employers of the community and the local education agency.

Work-Study Program. A school program designed to provide financial assistance through part-time employment in nonprofit agencies for students who require such aid in order to enter or continue their education and training in a vocational education program. The part-time employment may or may not be related to the student's occupational objective or vocational program. Funds identified to support the Work-Study Program may be counted as part of the excess costs for disadvantaged, including persons with limited English proficiency.

Pre-employment Laboratory. An organization of instruction designed to provide technical instruction, practical experience, and simulated work experience in the classroom and specially equipped laboratory. The indepth skill building program is designed to result in entry-level skill performance.

Combination. An organization of instruction which combines two vocational instructional techniques (i.e., pre-employment laboratory and cooperative education; production agriculture and pre-employment laboratory; homemaking education and home economics cooperative education; homemaking education and home economics pre-employment laboratory education; and, home economics cooperative education and home economics pre-employment laboratory education).

Disadvantaged Student. A person who is unable to meet the criteria to enter into, or is unable to progress in or to complete a vocational education program because of: academic underachievement; difficulties with the English language; socioeconomic and cultural background which impinges negatively on that person's motivation, attitude, and lack of knowledge of the world of work; and who, therefore, requires a supplemental program, modification of a regular program, or a special service to succeed in a vocational education program.

Handicapped Persons. Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, including persons who suffer from learning disabilities to the extent the disability is a health impairment, and who, by reason thereof require special education and related services. These persons may not succeed in regular vocational education programs without special education assistance, and they may require a modified vocational education program.

Coordinated Vocational-Academic Education (CVAE). The Texas Education Agency vocational program designed for students with special learning needs. It is intended for in-school youth possessing academic, socioeconomic, or other handicaps to such an extent as to prevent them from succeeding in traditional educational programs. The program includes a combination of vocational and *modified academic instruction* that provides the dual educational opportunities of acquiring a saleable vocational skill while also acquiring basic knowledge in the fields of mathematics, science, English, and social studies. This dual phase approach enables students enrolled to reach maximum personal development, including employment potential, within their abilities in the shortest posible time. This program must be supported by a specialized guidance and counseling program.

Vocational Education for the Handicapped (VEH). The Texas Education Agency vocational program designed for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for vocational education for the handicapped (VEH). The program includes vocational instruction that provides opportunities for the students to become gainfully employed. A Vocational Adjustment Coordinator (VAC) facilitates placement. Assignment of students to the vocational program shall be made upon recommendation of the local Admission, Review, and Dismissal (ARD) Committee.

Types of Vocational Programs Offered in Secondary Schools

The following discussion provides a general description of each of the vocational programs offered in secondary schools in Texas. For a more detailed description, as well as vital administrative information, the latest editions of the following publications should be secured:

The Texas State Plan for Vocational Education

A Certified List of Courses for Occupational Education and Technology

Each of these documents can be obtained from the Department of Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.

Agriculture. Agriculture is comprised of the group of related courses of subject matter organized for carrying on learning experiences concerned with preparation for or upgrading in occupations requiring knowledge and skills in agricultural subjects. The functions of agricultural production, agricultural supplies, agricultural mechanization, agricultural products (processing), ornamental horticulture, forestry, agricultural resources, and the services related thereto, are emphasized in the instruction designed to provide opportunities for students to prepare for or improve their competencies in agricultural occupations. An agricultural occupation may include one or any combination of these functions.

Distributive Education. Distributive education includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling, and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research, and management.

Distributive education is comprised of programs of occupational instruction in the field of *distribution and marketing*. These programs are designed to prepare individuals to enter, or progress or improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising, and management. Instruction is offered at the secondary, post-secondary, and adult education levels and is structured to meet the requirements for gainful employment and entrepreneurship at specified occupational levels. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications.

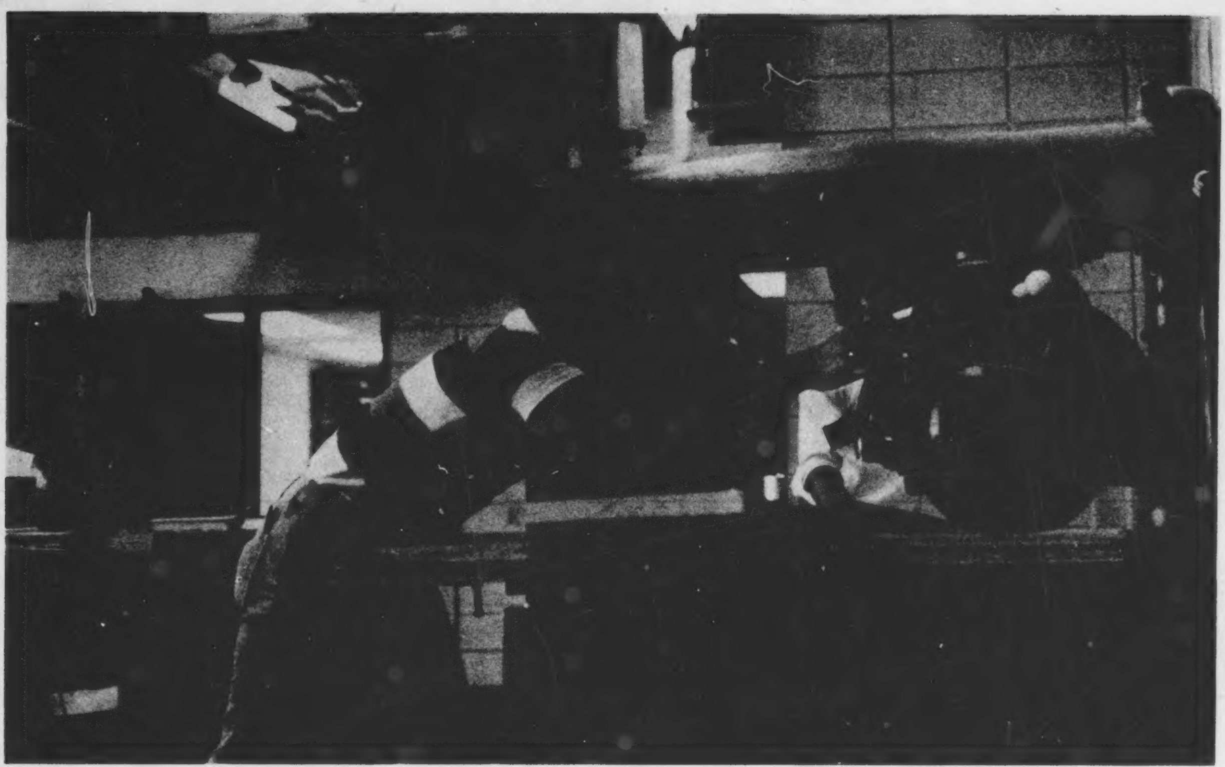
Health Occupations Education. Education for health occupations comprises the body of related subject matter, or the body of related courses, and planned experiences designed to impart knowledge and develop understanding and skills required to support the health professions. Instruction is organized to prepare students for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to provide care and health services to patients.

Education for health workers usually is conducted by recognized education agencies and appropriate health institutions and services that can make available the quality and kind of experiences needed by the trainee in developing the competencies required for his/her occupational goal.

Instructional programs which prepare persons for occupations that render health services directly to patients provide planned instruction and experience in appropriate clinical situations. For occupations that render health services which do not involve direct services to patients, planned instruction and experience in laboratories and/or appropriate work situations are provided as an integral part of the instructional program.

Home Economics. Home economics comprises the group of related courses of instruction organized for purposes of enabling pupils to acquire knowledge and develop understanding, attitudes, and skills relevant to (a) personal, home, and family life and (b) occupational preparation using the knowledge and skills of home economics. The subject matter of home economics includes child development, clothing and textiles, consumer education, family health, family relations, food and nutrition, home management, and housing and home furnishings.

Occupational Preparation Home Economics. The courses or units of instruction emphasizing the acquisition of competencies needed for getting and holding a job and/or preparing for advancement in an occupational area using home economics knowledge and

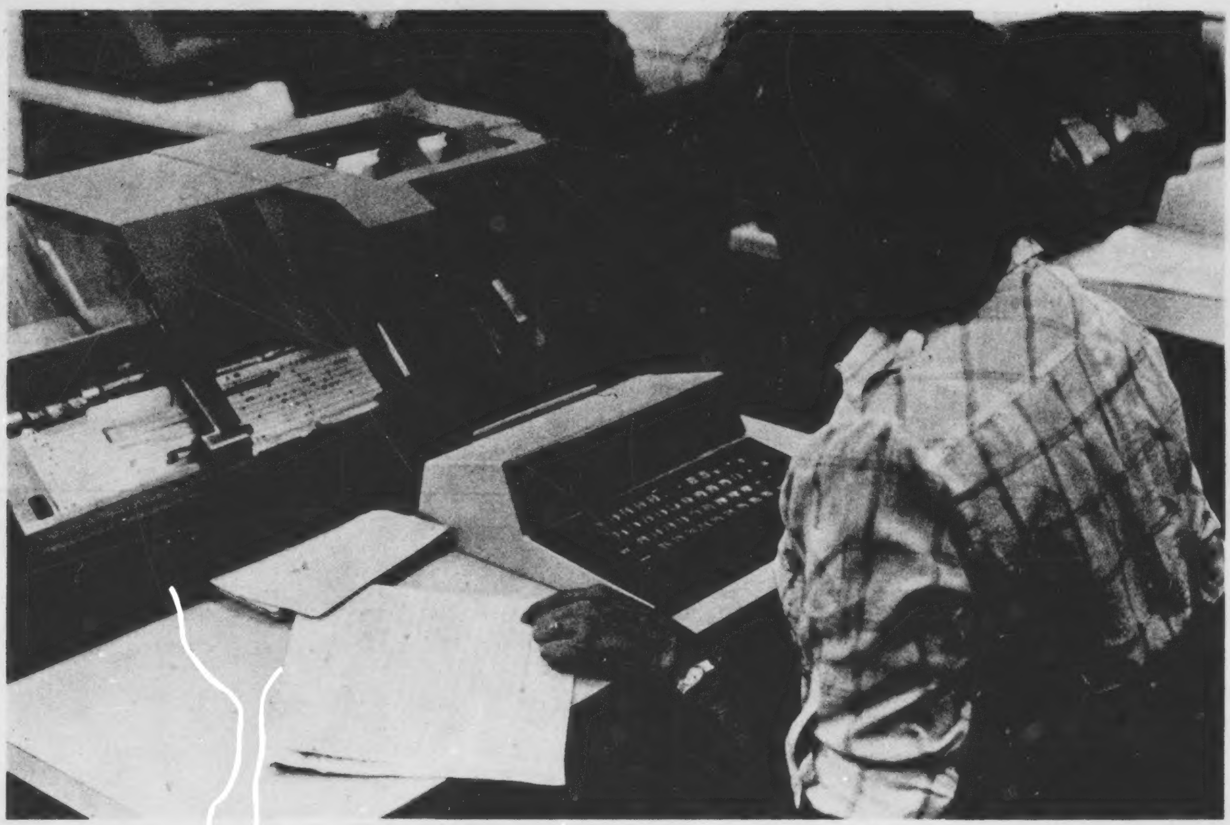


skills. Instructional content is selected from home economics subject areas to meet the unique requirements in field, laboratory, and work experience. Occupations include those which provide (1) services to families in the home and to business and industry; (2) assistance to professional home economists and professionals in fields related to home economics in industries, agencies, and organizations; and (3) other services and/or assistance directly related to one or more home economics subject-matter areas: care and guidance of children; clothing management, production and services; food management, production and services; home furnishings, equipment and services; institutional management, and supporting services.

Trade and Industrial Occupations. Trade and industrial occupations is the branch of vocational education which is concerned with preparing persons for initial employment, or for upgrading or retraining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semi-skilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided (1) in basic manipulative skills, safety judgment, and related occupational information in mathematics, drafting, and science required to peform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeable occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for service and certain semiprofessional occupations considered to be trade and industrial in nature.

Office Occupations. This body of subject matter, or combination of courses and practical experience, is organized into programs of instruction to provide opportunities for students to prepare for or advance in selected office occupations. In the instructional process various aspects of subject matter frequently are drawn from other subject-matter areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitation function of the office. "Facilities function" as used here refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization. Included are a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information. In this area are the items of information which identify categories of career objectives in office occupations, and around which courses and practical experiences are developed.

Exploratory Industrial Arts. This program provides middle school and high school students with an opportunity for career awareness and exploratory experiences in all aspects of industry and technology by utilizing such activities as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes. Students explore different instructional units such as drafting, woodworking, metalwork-



ing, electricity, photography, printing, construction technology, and manufacturing technology.

Occupational Orientation. The occupational orientation program is a vocational instructional guidance class designed to provide students with a greater understanding of educational and vocational options which will enable them to make meaningful and informed choices. Occupational orientation is organized into the following two phases:

- Occupational Investigation (grades 7-8).
- Occupational Exploration (grades 9-12).

Upon completion of Occupational Investigation, students should have sufficient information to select one or more occupational clusters (or job families) for in-depth exploration, and should be better prepared to make a tentative educational plan for high school.

Upon completion of Occupational Exploration, students should be able to select a high school educational program which will prepare them for entry into the labor market immediately following high school or for entry into a post-secondary or bachelor's degree program.

Technical Education. Technical education is concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences, usually at the post-secondary level, to prepare students for a cluster of job opportunities in a specialized field of technology. The program of instruction normally includes the study of the underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials, and processes commonly used and services performed in the technology. A planned sequence of study and extensive knowledge in a field of specialization is required in technical education, including competency in the basic communication skills and related general education. Technical education prepares for the occupational area between the skilled craftsman and the professional person such as the doctor,the engineer, and the scientist.

The technical education curriculum must be so structured that it prepares the graduate to enter a job and be productive with a minimum of additional training after employment, provides a background of knowledge and skills which will enable the person to advance with the developments in the technology, and with a reasonable amount of experience and additional education, to advance into positions of increased responsibility.

The technician frequently is employed in direct support of the professional employee. For example, the engineering technician will be capable of performing such duties as assisting in the following engineering functions: designing, developing, testing, modifying of products and processes, production planning, writing reports, and preparing estimates; analyzing and diagnosing technical problems that involve independent decisions; and solving a wide range of technical problems by applying his background in the technical specialities — science, mathematics, and communicative and citizenship skills.

Eligible Students for Vocational Programs

It is necessary for counselors to familiarize themselves with the eligibility requirements of students for the various vocational programs. Eligible students are those to be counted in the minimum eligible membership requirement for allocation or reallocation of whole or fractional vocational teacher units. They must be students of the school district, legally enrolled and in regular attendance, except as provided under contracted instruction. Students who are 21 years of age or older as of September 1 are not eligible to be counted, and students simultaneously enrolled in two vocational education programs preparing for gainful employment may be counted as eligible students in only one of the programs. Table 2 cites the specific student eligibility qualifications for different vocational programs (Guide for Planning Vocational Programs in Local Education Agencies, 1977).

TABLE 2

Specific Qualifications of Eligible Students

	Grade Range	Minimum Age	Supervised Project	Employed in Approved Occupation	School Shop or Lab Experience
AGRICULTURE					
Production	9-12		See [1]		
Cooperative Education	11,12	16		See [2]	
Combination Cooperative Education and Production	9-12	**	See [1]	See [2]	
Pre-employment Laboratory	11,12	***			See [3]
Combination Pre-employment Lab and Production	9-12	***	See [4]		See [3]
HOMEMAKING [5]					
Homemaking Education (Useful)	9-12		See [6]		
Preparation for Gainful Employment: Cooperative Education	11,12	16		See [2]	
Combination Cooperative Education and Homemaking	9-12	**	See [6]	See [2]	
Pre-employment Laboratory	10-12				See [3]
Combination Pre-employment Lab and Homemaking	9-12*		See [6]		See [3]
Combination Cooperative Education and Pre-employment Lab	10-12*	**		See [2]	See [3]
DISTRIBUTIVE					
Cooperative Education	11,12	16		See [2]	
Pre-employment Laboratory	10-12				See [3]
Combination Pre-employment Lab and Cooperative Education	10-12*	**		See [2]	See [3]
VOCATIONAL INDUSTRIAL					
Cooperative Education	11,12	16		See [2]	
Pre-employment Laboratory for Skilled Occupations	10-12				See [3]
HEALTH OCCUPATIONS					
Cooperative Education	11,12	16		See [2]	
Pre-employment Lab	11,12				See [3]

TABLE 2 (continued)

	Grade Range	Minimum Age	Supervised Project	Employed in Approved Occupation	School Shop or Lab Experience
Combination Health Science and Co-op Ed	10-12	**			
Health Careers	10,11				See [9]
TECHNICAL OCCUPATIONS					
Pre-employment Laboratory	11,12				See [3]
VOCATIONAL OFFICE					
Cooperative Education	11,12	16		See [2]	
Pre-employment Laboratory	11,12				See [3]
Combination Pre-employment Lab and Cooperative Education	10-12	**		See [2]	See [3]
COORDINATED VOCATIONAL-ACADEMIC EDUCATION [7]					
Cooperative Education	9-12	16		See [2]	
Shop or Laboratory	7-12	14	See [8]		See [3]
VOCATIONAL EDUCATION FOR THE HANDICAPPED					
Cooperative Education	9-12	16		See [2]	
Shop or Laboratory	7-12	14	See [8]		See [3]

*Pre-employment Laboratory phase in only grades 10 and/or 11.

**16 for the coopertive phase of a combination program.

***To be eligible for Pre-employment Laboratory, students must have been enrolled in high school for two full years.

[1] Each student must carry out an approved supervised experience program for six months each year of enrollment in production agriculture, or must have a supervised work experience program on a farm for a minimum of 525 hours during the year.

[2] Each student, while enrolled, must be employed part time in one of the approved occupations listed under the appropriate program of vocational education for a minimum of 15 hours per week. Seven of the 15 hours must be secured on weekdays, and a maximum of 8 hours may be secured on Saturday and/or Sunday.

A student may be counted as an eligible student from the date of employment provided an approved training plan is on file with the Texas Education Agency within two weeks after the date of employment.

[3] Each student is expected to pursue a program in manipulative processes, related and technical instruction, practical experiences, and planned field trips directly related to the occupation or cluster of occupations listed as an approved vocational shop or laboratory subject in the Guide.

[4] The production agriculture phase of the program may be given prior to, or in preparation for, the laboratory phase. However, production agriculture is not a prerequisite for enrolling in the laboratory phase.

[5] Both boys and girls in grades 9 through 12 are counted as eligible students in a sequence of Homemaking I, II, III, and IV. Boys and girls in grades 11 and 12 are eligible students when enrolled in Home and Family Living or specialized quarter courses.

[6] Each student enrolled in useful homemaking must carry out an approved supervised home experience program for a minimum of four weeks during each school quarter.

[7] For additional requirements, see the appropriate Coordinated Vocational-Academic Education program standards for the specific program being operated.

[8] Students must turn 14 years of age before the beginning of or during the school year.

[9] Each student will participate in manipulative processes and receive instruction related to an occupation cluster.

Vocational Youth Leadership Organizations

Vocational students may become members of the youth organizations associated with the vocational program areas in which they are enrolled. These organizations are an integral part of vocational programs, and provide youngsters with opportunities to develop leadership, citizenship, and scholarship through a variety of planned activities. The youth leadership organizations associated with the various program areas are listed below.

Program Area	**Student Organization**
Agriculture	Future Farmers of America (FFA)
Home Economics	Future Homemakers of America (FHA); FHA-Home Economics Related Occupations (FHA-HERO)
Distributive Education	Distributive Education Clubs of America (DECA)
Industrial Education	Vocational Industrial Clubs of America (VICA)
Health Occupations Education	Texas Association of Health Occupations Students (TAHOS)
Office Education	Office Education Association (OEA).

Selecting Students for Vocational Education Programs

In light of the Office of Civil Rights (OCR) Guidelines released through the *Federal Register* in March, 1979 (Department of Health, Education, and Welfare, 1979), it is appropriate to direct attention to the specific sections to which counselors should give special attention in assisting students in selecting vocational programs. The

guidelines are intended to eliminate discrimination and/or denial of services in vocational education programs.

While the guidelines include a number of requirements that are not considered directly in the guidance area, many of the regulations relate specifically to the vocational student identification and selection process. Recipients of federal funds must now insure that counseling materials as well as promotional and recruitment activities do not discriminate on the basis of race, color, national origin, sex or handicap (Kapes and Greenwood, 1979).

In reviewing the guidelines and the importance to counselors, Kapes and Greenwood (1979) recommend that counselors pay particular attention to the sections dealing with admissions criteria, public notification of vocational program opportunities, prediction of success, student recruitment, promotional activities, and accommodation for handicapped students.

A complete reading of the guidelines by counselors and school administrators is highly recommended. This suggestion is not intended to squelch enthusiasm for placing students in vocational education, but rather, to urge counselors to take every precaution to assure that the guidelines are followed so that discrimination and denial of services for unwarranted reasons can be eliminated.

References

Department of Health, Education and Welfare, Office for Civil Rights. Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. Washington, DC: *Federal Register,* Vol. 44, No. 56, March 21, 1979.

Guide for Planning Vocational Programs in Local Education Agencies, Department of Occupational Education and Technology, Texas Education Agency, 1977.

Kapes, J. and Greenwood, K. Walking the Tightrope of Student Selection. *Voc Ed,* January, 1980, *55,* 24-27.

CHAPTER VIII

Post-Secondary Vocational-Technical Training Opportunities

There are numerous options available today for continuing education beyond high school. Young people who choose careers not requiring a baccalaureate or higher degree need considerable assistance in selecting appropriate career training programs. The choice regarding career training represents a big investment in time, energy and money, so it must be made only after careful consideration of the various alternatives.

One important concept for students to learn is that different occupations require different training which can be gained in a variety of ways. Knowing the training requirements of the occupation(s) in which they are interested is equally important. Talking to people in the occupations, contacting the appropriate union, trade or professional organization, visiting a state Employment Commission Office, or reading printed material such as the *Occupational Outlook Handbook*, published by the U.S. Department of Labor, are some ways of learning the requirements. Chapter XII contains suggestions of sources to contact.

Once a determination of the training requirements for entering an occupation has been made, the counselor can then assist students in the selection of a specific training program. There likely will be several alternatives available for securing appropriate training. The more information that counselors and students gather, the greater the probability for selecting the most satisfying alternative. For each possible training program, they should collect and evaluate information on the following items:

- Location of the training program
- Type of training (subject areas, learning options, duration of training)
- Quality of training
  - Philosophy and objectives of the program
  - Accreditation by appropriate accrediting agencies and associations
  - Job placement record
  - Veterans Administration approval
  - Qualifications of instructors
  - Faculty/student ratio
  - Student attrition rate
  - Facilities and equipment
- Types of diplomas, degrees, or certificates awarded
- Financial information (cost, refund policy, sources of financial aid, loans and scholarships)
- Entrance requirements
- Credits for past experiences
- Supportive services (counseling, testing, health care, job placement, child care)
- General environment (Trabandt, Forrer, Cooper, Epperley & Inge, 1977).

Types of Post-Secondary Vocation-Technical Training Programs

The following discussion of the various types of post-secondary vocational technical training programs is not intended to be exhaustive, but can serve as a guide for counselors in identifying various options for students. In most cases, sources of additional information are suggested.

Community and Junior Colleges

These are two-year institutions specializing in college transfer programs, vocational-technical programs, and continuing education. They offer associate degrees and certificates of completion. The length of the vocational-technical training programs vary but are generally from six months to two years. The vocational-technical curriculum is terminal; that is, the program is complete in itself. Students who complete it may transfer some or all of the credit to a four-year college depending on where they attend school. The transfer curriculum, on the other hand, is designed to lead into a four-year degree program at another college or university. Some community/junior colleges are residential with dormitory facilities available for students. Others are for day students who live at home and commute to school, so that their dormitory space is limited (Trabandt et al., 1972; Smith, Atherton, Geoffray, & Gerardi, 1979).

General information on community and junior colleges can be secured by writing the American Association of Community and Junior Colleges, One Dupont Circle, Washington, DC, 20036.

For information on the vocational-technical programs available in post-secondary institutions in Texas, counselors should refer to the *Information Guide and Directory, Occupational Technical Programs in Post-Secondary Institutions in Texas* available from the Publications Office, Texas Education Agency, 201 East 11th

Street, Austin, Texas, 78701. A wall chart is also available which serves as a convenient reference for the programs available in the different schools. Catalogs of community and junior colleges can be obtained by writing directly to the colleges of interest.

Information concerning the courses, costs, and requirements of community and junior colleges can be found in the following references:

American Junior Colleges
Edmund J. Gleazer, Jr., Editor
American Council on Education
Division of Charter Communications
New York

Lovejoy's College Guide
Clarence E. Lovejoy
Simon and Schuster
New York

Barron's Guide to the Two-Year Colleges
Revised edition edited by R. William Graham
Volume 1, One Thousand Two Hundred Thirty College Descriptions
Volume 2, Occupational Program Selector
Barron
New York

Ferguson Guide to Two Year College Programs
J. G. Ferguson Editorial Staff
Doubleday
New York

Texas College and Career Guide Series
Volume II — Texas Junior and Community Colleges
D. Armstrond Co., Inc.
2000 B. Governor's Circle
Houston, TX 77092

Texas State Technical Institute

Texas State Technical Institute (TSTI), authorized by the 59th Legislature in 1965, has as its mandate the offering of technical and vocational programs designed exclusively to develop occupational skills to meet the manpower needs of business and industry in Texas. All educational programs offered are approved by the State Board of Vocational Education, acting through the Texas Education Agency. Each instructional program has its own School-Industry Cooperative Committee, made up of selected representatives from industries all over the state. These committees provide information necessary to establish objectives of each program. Four campuses are included in the TSTI system — Waco, Harlingen, Amarillo, and Sweetwater (Texas State Technical Institute, 1977-79).

The programs available at each campus are listed in the *Information Guide and Directory, Occupational-Technical Programs in Post-Secondary Institutions in Texas*, referenced earlier. Specific information can be secured by obtaining the catalog for the campus of interest.

Private Trade, Technical, and Business Schools

There are numerous private, profit-making schools specializing in teaching trades or vocations. Most of these are open all year and while they do not usually provide a degree, they often provide a certificate or diploma. The purpose of such schools is to teach enrollees what they need to know and do to get a specific job. The length of the training varies from a few weeks to three years, depending on the program, but most are from one to two years. Most schools admit all applicants, although some will admit only those who can prove their ability to complete the program (Trabandt et al., 1977).

Students interested in a private school should find out if it is accredited by the state accreditation agency. Accreditation usually assures that the curriculum is sound, the instructors are qualified and competent, and the graduates have earned a good reputation. If a student is interested in enrolling in a non-accredited school, it would be wise to check with the Better Business Bureau to see if there have been any complaints lodged against the school by former students or employers of the graduates. Some private schools send out sales people who make greater claims than the schools can deliver. Such schools should be avoided; a reputable school does not have to pressure students into enrolling (Smith et al., 1979). The following sources will provide information on private schools:

National Association of Trade and Technical Schools

2021 K Street N.W.
Washington, DC 20006
Ask for: *Directory of Accredited Private Trade and Technical Schools*

Directory, Schools Certified Under Texas Proprietary School Act and Schools Offering Courses Approved for Veterans
Division of Proprietary Schools and Veterans Education
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

American Trade School Directory
Croner Publications, Inc.
Queens Village, NY 11428

Directory of Business Schools in the United States
National Association of Business Schools
Washington, DC 20006

Lovejoy's Career and Vocational School Guide
Clarence E. Lovejoy
Simon and Schuster
New York

Texas College and Career Guide Series
Volume III — Texas Technical and Vocational Schools
D. Armstronng Co., Inc.
2000 B. Governor's Circle
Houston, TX 77092

Apprenticeship Programs

Apprenticeship programs are 1-6 year training programs in which apprentices learn a skilled craft or trade under the guidance and close supervision of skilled workers (master craftspersons called "journeymen") who give them one-to-one instruction on how to perform assigned tasks. Some school districts and community colleges are also involved in this kind of training. Related instruction is also provided, either through classroom instruction or home-study materials. A minimum of 144 hours of instruction a year is required. The average apprenticeship is about four years. Apprenticeship programs are sponsored by unions, employers, or a combination of both. The sponsors plan, administer, and pay for the program. There are approximately 425 apprenticeship types of occupations registered with the Federal government. Apprentices are full-time, permanent employees of the company in which they are employed. At the beginning they are paid about half of what a journeyman receives, but as the apprentices continue training, their pay increases and, at the final stages, they receive about 90 percent of a journeyman's wages. They receive the same benefits as other company employees such as sick leave, workmen's compensation and paid vacations and holidays. The minimum age at which apprentices are allowed to enter the program is 16; however, some apprenticeship programs require a person to be 18 or older due to insurance requirements. The maximum age for entry into most apprenticeship programs is 26, although some programs allow veterans to enter at an older age. Competition for admission into a program is stiff. To qualify, applicants must meet all the requirements for the particular apprenticeship program and pass an entrance examination. It sometimes takes months or even years to be hired after that since there are usually eight qualified applicants for every apprenticeship opening. Apprenticeship programs are excellent, though, and interested students should be encouraged to diligently pursue admission (Trabandt et al., 1977; Smith et al., 1979).

For additional information about apprenticeship programs, the Apprenticeship Training Council at the Texas Education Agency or the regional office of the Department of Labor should be contacted at the following addresses:

Bureau of Apprenticeship and Training
Department of Labor
555 Griffin Square Building
Room 858
Dallas, TX 75201

Apprenticeship Training Council
Texas Education Agency
201 E. 11th Street
Austin, TX

Also, information can be secured from a local Texas Employment Commission Office, The Urban league, or from the local union of interest or companies in the community which hire apprentices.

On-The-Job Training in Business and Industry

A number of companies and industrial firms offer on-the-job training (OJT) programs for both new and present employees. These programs are designed to train new employees, to up-grade or change the skills of existing employees, or to increase safety knowledge. Trainees are assigned to experienced workers who conduct instruction on the job. Sometimes formal classroom training is provided as well. OJT programs are usually conducted for jobs that can be mastered in a short period of time (Trabandt et al., 1977; Healy, 1976).

Further information concerning on-the-job training programs can be secured from a local Texas Employment Commission Office or by contacting local business and industrial firms of interest.

Government Training Programs

The primary source of several government programs which focus on the special problems of young jobseekers is the Comprehensive Employment and Training Act (CETA). Under CETA, all states and cities, counties and combinations of local governmental units with populations of 100,000 or more are allocated direct Federal grants in order to design and administer programs to serve the special needs of persons in their population areas. These units, called "prime sponsors," may operate projects themselves, or they may contract with other groups to provide needed services (Employment and Training Administration, 1978).

While CETA authorizes programs which serve eligible people of all ages, a number of activities are authorized especially for young people. These youth oriented programs which provide job training opportunities are highlighted below.

Job Corps. Job Corps provides basic education, vocational training, counseling, health care, and other services at residential centers for disadvantaged youths 16-21 years of age. Of the 64 residential centers in 32 states and Puerto Rico, three are in Texas — in San Marcos, McKinney, and El Paso. To qualify, youngsters must be identified as disadvantaged by Federal poverty criteria (i.e., a family of four with $6,200 annual income) and be able to benefit from the services provided. They must have permission from parents or guardians to join and be physically and mentally able to participate in Job Corps activities. Enrollees receive room and board, clothing for work and dress, books, supplies and a cash allowance. They can stay in Job Corps for as long as two years and are provided job placement assistance at the end of the program. Basic education is provided in reading, social studies, mathematics and preparation for the General Educational Development (GED) high school equivalency examination. Examples of vocational training programs are auto repair, heavy equipment operation, carpentry, painting, masonry, nursing and other health care, clerical and office, and electronic assembly. Instruction is also provided in general living skills such as hygiene and grooming, constructive use of leisure time and getting along in the world of work.

In Texas, the Texas Employment Commission is the recruitment, screening, selection, and assignment agency. Youngsters interested in applying should contact the local Texas Employment Commission Office (Employment and Training Administration, 1978; Texas Employment Commission, 1979).

Further information on the Job Corps can be secured by contacting:

Employment and Training Administration
U.S. Department of Labor
601 D Street, N.W.
Room 6100
Washington, DC 20213

or

Department of Labor, Regional Office
555 Griffin Square Building
Room 858
Dallas, Texas 75201

Comprehensive Employment and Training Services (Title II). Through this program, prime sponsors provide classroom and on-the-job training, education, work experience, job search assistance and supportive services such as health and child care to the economically disadvantaged who are either unemployed, underemployed or in school. This program includes young people but does not focus exclusively on them (Employment and Training Administration, 1978; Texas Employment Commission, 1979).

Youth Employment and Training Program. These programs give young people ages 16 through 21 useful work experience, employment, education and training to supplement the services provided by Title II. Participants must be unemployed or underemployed and in school (Employment and Training Administration, 1978; Texas Employment Commission, 1979).

Youth Incentive Entitlement Pilot Projects. These projects guarantee year-round employment and/or training to economically disadvantaged in-school youth ages 16 through 19, or youth in this age group who are willing to return to school to get their high school diploma or its equivalent (Texas Employment Commission, 1979).

Youth Community Conservation and Improvement Projects. Youth aged 16-19 who are out of school are placed in projects of benefit to local communities such as improving neighborhoods and communities and maintaining and restoring natural resources on publicly-owned land (Texas Employment Commission, 1979).

Summer Youth Programs. In this program, economically disadvantaged young people, ages 14-21, are hired for part-time summer jobs with community service agencies, schools, hospitals, and other public and private nonprofit organizations.

Youth Employment Incentive and Social Bonus Program. This is a pilot program which provides incentives to private industry to employ economically disadvantaged youth who are unemployed and have no significant work experience. A social bonus of up to $2,500 a year is paid to each firm that employs five eligible youth full-time for at least one year (Texas Employment Commission, 1979).

National Young Adult Conservation Corps (Title VIII). In this program, unemployed youth ages 16-23 work for up to a year on conservation projects in national parks, forests, and recreational areas (Employment and Training Administration, 1978).

For additional information on CETA programs, the area CETA prime sponsor should be contacted. It may be called the Manpower Office, the Human Development Department, or the Employment and Training Administration. The offices of the mayor, county commissioners, or the local employment service office can refer you to the proper agency. If the prime sponsor in your area cannot be located, the regional office of the Department of Labor can be contacted for assistance at:

Department of Labor, Regional Office
555 Griffin Square Building
Dallas, TX 75201

Military Training

Some students may be attracted to the career training opportunities available in the armed services. With the exception of some combat occupations, skills developed in the military are useful in civilian jobs and have high transferability. The Department of Defense employs more persons than any other government agency; thus, the armed services is now a primary source of vocational training (Zerface).

It is possible for persons in the armed services to receive a high school diploma through a GED program, although high school graduation is always encouraged. There is a wide array of vocational-technical training opportunities due to the need of the various armed services occupations for skilled personnel. While each service branch offers unique vocational-technical training programs, there is a commonality of training levels beginning with basic or apprenticeship training, progressing to advanced or journeyman training and ending with specializations. Further, each branch provides programs with opportunities to earn degrees or certificates at the two and four-year college level. Examples are the Airmen Education and Commissioning Program (AECP), Community College of the Air Force (CCAF), Army Help for Education and Development (AHEAD), Navy Enlisted Scientific Education Program (NESEP), Navy Campus for Achievement (NCFA), and Serviceman's Opportunity College (SOC). Most of these programs require initiative and are usually conducted off-duty and off-base (Zerface).

Further information regarding training opportunities in the military service can be secured from any of the local armed services recruiting offices.

Applying for Admission to Vocational-Technical Training Programs

Regardless of the training program selected, all of them require some type of admissions process. The counselor should inform students that basic information is required so that programs are able to make appropriate decisions regarding admissions and placements. The counselor may use the following information on applications and sources of financial aid in preparing students for entry.

School Related Applications

The first step in applying to an educational institution is to write or telephone the institution to request information about application procedures if such information is not already available. Some schools have an *open admissions policy;* that is, they admit all applicants who meet minimum qualifications such as age and residential status. Those with a *selective admissions policy* evaluate applicants based on their potential for success in the program. These schools are likely to require some or all of the following:

- Application form completed
- Transcripts from previous schools attended
- Letters of recommendation
- Personal interview (often required by smaller programs)
- Entrance exam (The Scholastic Aptitude Test (SAT) or the American College Testing Exam (ACT) are the two most common exams required. Some technical or business schools require subject related exams.) (Trabandt et al., 1977).

Applications for Work-Related Training Programs

Completion of an application form is a common requirement for most work-related training programs, but other procedures can vary greatly, depending on the program. Admission to CETA programs involves an interview with a counselor at the time of application. Entrance to most on-the-job training programs requires an interview with the prospective employer. With an apprenticeship program, once a job approval has been secured with an employer, an agreement is developed between the apprentice, the employer, and the local Employment Service describing all of the requirements of each party. Some apprenticeship programs also require an aptitude test (Trabandt et al., 1977).

The Texas Employment Commission and the Texas Education Agency can provide admission information to students for most training programs in which they are interested.

Sources of Financial Aid

There are four major types of financial aid available to persons enrolled in post-secondary vocational-technical training programs. These are:

- Scholarships — Usually awarded based on a combination of scholastic ability and financial need, although some academic scholarships do not require the applicant to show financial need. Money does not have to be repaid.
- Grants — Offered by Federal government based on financial need. Money does not have to be repaid.
- Loans — Educational loans are available from educational institutions, the Federal government, and private agencies. They must be repaid, but usually over a long period of time.
- Part-time employment — Many schools provide part-time jobs for interested students.

Students should be encouraged to inquire about their eligibility for financial assistance. The financial aid office of the schools of interest can provide necessary information and assistance in making application. Other helpful sources include the following:

The College Handbook
College Entrance Examination Board
College Board Publication Orders
Box 2815
Princeton, NJ 08540

Scholarship Search
(For a service fee, a person's financial and educational information will be placed in a computer, and a list of potential financial aid sources is provided.)
Seven West 51st Street
New York, NY 10019

Scholarships, Fellowships and Loans
S. Norman Feingold
Bellman Publishing Company
Arlington, MA 02174

The College Blue Book
Scholarships, Fellowships, Grants and Loans
Macmillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

Sources of Financial Aid Information
Vol. 2, No. 10, Career Resource Bibliography
American Personnel and Guidance Association
Two Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041 (Tranbandt et al., 1977).

Five financial aid programs are supported by the U.S. Department of Education:

- Basic Educational Opportunity Grant Program — gives assistance to students in colleges, vocational and technical schools and hospital schools of nursing.
- Supplemental Educational Opportunity Grant Program — based on "exceptional" financial need; available to college undergraduates and vocational students.
- National Direct Student Loan Program — based on financial need; available to vocational students and college undergraduate and graduate students.
- College Work Study Program — provides financial assistance to pay for jobs taken by students with financial need.
- Guaranteed Student Loan Program — allows students to borrow from a bank, credit union, or other lender at a low interest rate. Available to college, nursing, vocational, technical, trade, business and home study students.

An "Application for Determination of Basic Grant Eligibility" can be secured from the U.S. Department of Education, P. O. Box 84, Washington, DC, 20044, or directly from the educational institution the student wishes to attend (Trabandt et al., 1977).

Veterans and widows of veterans may be eligible for G.I. Bill educational benefits. The State Veterans Administration headquarters can provide information, and many educational institutions have representatives on campus to assist veterans.

Additionally, sources of information regarding financial aid for minorities can be secured from the following:

The U.S. Office of Economic Opportunity
1200 Nineteenth St., N.W.
Washington, DC 20506

Ford Foundation Fellowships for Black, Mexican-American, Puerto Rican and American Indian Students
Ford Foundation
320 East 43rd Street
New York, NY 10017

American Indian Scholarships, Inc.
University of New Mexico
1901 Las Lomas, N.E.
Albuquerque, NM 87106

United Negro College Fund
55 East 52nd Street
New York, NY 10022

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Employment and Training Administration. *Employment and training program highlights*. Washington, DC: U.S. Department of Labor, 1978.

Healy, C. C. *Discovering you careers in focus*. McGraw-Hill, Inc., 1976.

Smith, C. W., Atherton, J. C., Geoffray, A & Gerardi, J. *Pounding the pavement: employment seeking skills*. Baton Rouge, Louisiana: Louisiana State University, 1979.

Texas Employment Commission. *Texas report on youth (supplemental)*. Austin, Texas, 1979.

Texas State Technical Institute. *General catalog announcements*. Vol. II. Waco, Texas, 1977-79.

Trabandt, J. L., Forrer, S. E., Cooper, J. F., Epperley, J. R., & Inge, J. A. Emphasis: preparation. In *Career Emphasis Series*, Salt Lake City, Utah: Olympus Publishing Company, 1977.

Zerface, W. A. (Ed.). *Handbook: Military Career Awareness Course for Educators*. Washington, DC: Department of Defense.

CHAPTER IX

Counseling The Handicapped

New laws and changing attitudes have brought into the regular classroom many students who were formerly taught in self-contained classrooms, in special schools, or at home. This has brought the school counselor into more direct contact with both physically and mentally handicapped students. These students are also in need of career guidance, vocational information, and personal counseling. Counselors and other school personnel may doubt their ability to serve these students adequately. While this challenge may at first appear formidable, the potential for fulfillment for both student and counselor is great.

Individual Differences

Just as when dealing with any other individual, the counselor must approach the handicapped student as a person possessing a unique combination of strengths, abilities and deficits. No person can do everything; all have limitations. As simplistic as this statement sounds, it is important to remember when working with identified handicaps. Everyone needs to be approached as a person who is intrinsically valuable and who is recognized for individual capabilities. Anyone who has ever heard himself/herself referred to as the "appendectomy in Room 3" can empathize with the dehumanizing sound of being known as the "blind kid" rather than John or Bill or Mary. It is, however, not so much what is said as the attitude with which the person is approached that counts.

A counselor in a school with a large enrollment may find that a number of students have very similar handicaps. The tendency may exist to think of them as a homogeneous group. There are times, particularly in group counseling, where this may be appropriate, and this will be dealt with later; however, as a general practice this will lead to false assumptions. The possession of a particular handicap does not indicate that individuals will possess similar abilities or interests. Such an assumption would be the same as assuming that all persons with brown hair like to go swimming, because you have brown hair and you like to go swimming. As with all categories of people, the variations within groups is greater than the variations between groups. Groupings by interests and abilities will give an entirely different set of groups than that obtained when grouping is done by specific handicaps.

This same principle applies when friendships are being formed. There is no reason to expect that persons who possess similar handicaps will become friends. Friendships are the result of shared interests and experiences plus mutual affection. There may be some commonality of experiences because of a certain handicap, but these would be relatively few in number and insufficient to sustain a rewarding friendship.

Another common assumption made is that the adjustment problems of a handicapped adolescent are the result of the handicap. This assumption can be reinforced by having students agree that their problems are the result of handicaps. This acquiescence by students may be the result of a lifetime of being told directly and indirectly that all their problems revolve around their handicaps. It is more likely that they are experiencing adjustment problems because of growth, change, and their own need to form adult relationships and assume adult responsibility (Foster, 1979).

Adjustment

The counselor should not assume that the handicapped adolescent will present adjustment problems. Just as many non-handicapped adolescents pass through the period from childhood to adulthood with relative ease, so do many handicapped adolescents. Their contact with the counselor may consist of a request for vocational information and nothing more. This is more likely to be the case when the handicap is one present from birth that was adjusted to as the child developed. The support of a family that sets realistic expectations and encourages attainment of desired behavioral goals will provide the student with the foundation for a favorable adjustment.

The severity of the handicap does not appear to be related to the degree of adjustment problems experienced. The person with a relatively mild handicap that is not obvious or can be disguised may find difficulty acknowledging the handicap publicly. The extreme pressure felt by adolescents to conform to the group norm may cause the mildly handicapped student to refuse the assistance needed to perform at capacity. This refusal may take the form of "losing" or "forgetting" such aids as telescopic glasses or hearing aids or, even more serious, the refusal to take medication at school or follow prescribed diets. While these may appear foolish to the adult, the need to look like one's peers often appears more important to the handicapped adolescent than seeing the chalkboard or hearing the teacher. Chiding the student seldom works, and attempts to try to make the student use the aid are more likely to lead to hostility from the student rather than increased use of the aid. An open and honest talk with the student concerning his/her need for the aid and the consequences of his/her failure to use the aid may increase its use. Group counseling may be particularly useful in such cases (Foster, 1979).

Group Counseling for Handicapped Students

There are several points of view on who should be counseled in groups. There is, however, a fair degree of consensus that neither relatives of the handicapped student nor close friends should be in the groups. The presence of relatives and close friends may interfere with the group process and prevent the student from discussing the issues and incidents that are most troubling. The three points of view on who should be in counseling groups are (1) those who believe groups should be restricted to persons with similar handicaps, (2) those who believe groups should contain students with a variety of handicaps, and (3) those who believe groups should be composed of persons, the majority of whom do not have handicaps. Which of these group compositions is used would seem to depend upon the purpose for the group, the developmental stage of the students, and the skills of the counselor. The grouping of persons with similar handicaps would seem to be of limited use; however, in cases of specific skills to be learned (social etiquette for the mentally retarded) or information to be imparted (use of new communication tools for the cerebral palsied) or due to restricted communication (deaf who communicate through manual language), such groupings might be useful. As a general rule, however, more varied groups are probably better. The use of groups where students with a variety of handicaps work together seems to be a particularly effective means for students who are new to the public school and are dealing with problems of acceptance and self-assertion. Such a grouping should be viewed as an intermediary step aimed at integrating the student into a mixed group of handicapped and non-handicapped students. Such an integration should occur as soon as the handicapped student feels he/she can comfortably work in the mixed group. In addition to helping handicapped students, mixed groups can provide a non-handicapped student who is experiencing discomfort with handicapped peers a chance to discuss his/her feelings and work toward acceptance of handicapped individuals.

Your Feelings

Sometimes the discomfort that people (students, teachers, and counselors) feel when confronted with people who are handicapped is the fear of not knowing what to say or do, the fear of appearing foolish or saying the wrong thing. This fear may lead to avoidance of interaction through physically withdrawing, being "too busy" or being overly polite. Through increased interaction this discomfort can be lessened and eliminated. People soon learn that "see" is a word that the blind use, too, and that people in wheelchairs also refer to "running over to see someone." The hesitation the non-handicapped feel in referring to the existence of a handicap is seldom shared by the handicapped. Part of the developmental process is learning to "own" your body with its strengths and weaknesses.

Another source of discomfort for the non-handicapped person when dealing with the handicapped is that handicapped individuals remind us of our own fallibility and mortality. In working through these feelings, the non-handicapped can develop a better understanding of themselves and their values.

Being Fair

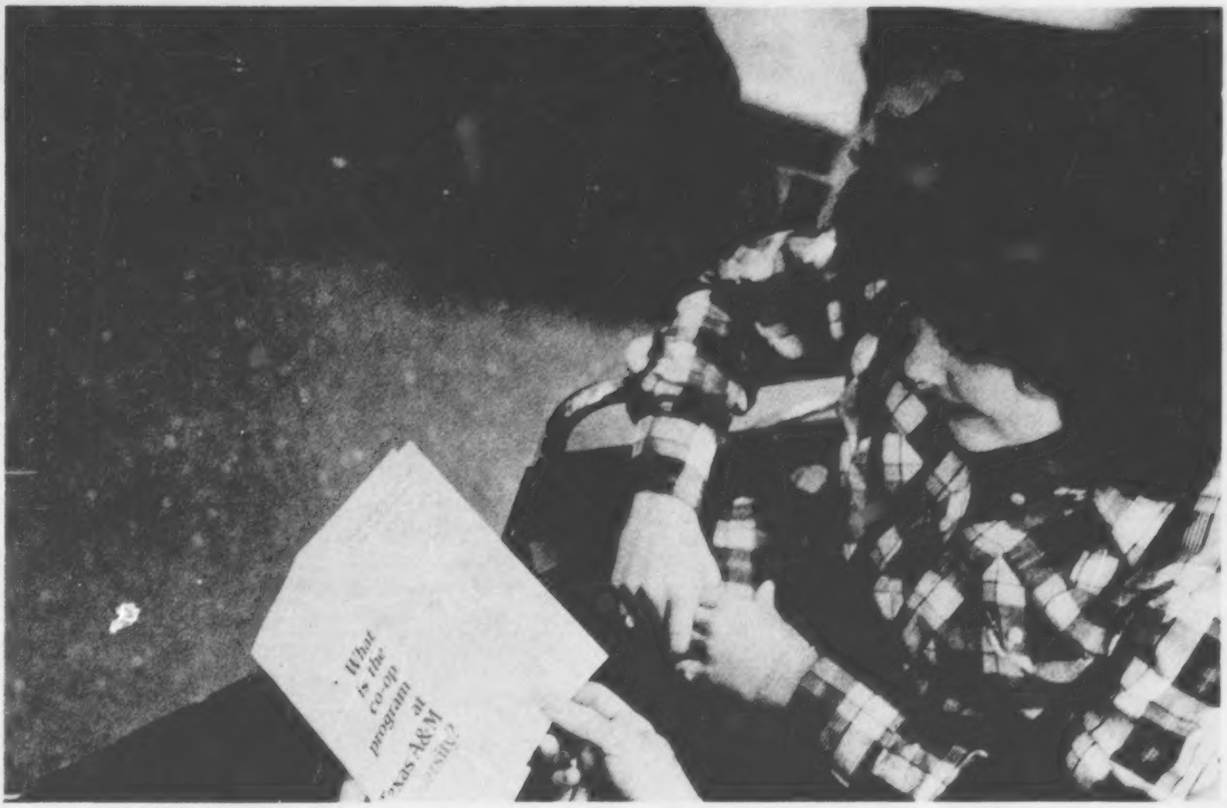
Frequently teachers have a tendency to patronize or to attempt to make reparation for real or imagined offenses which result in awarding the handicapped student "sympathy grades." This can occur also when the teacher gives a grade because of what is imagined the student could do if he/she were not handicapped. These practices usually are unfair to the students involved. All individuals are entitled to a fair evaluation of their abilities in comparison to other people. It is against non-handicapped students that the handicapped student must compete in the work world. It is just as unfair to lead a student to believe that he/she has superior ability when he/she does not, as not to accept his/her legitimate accomplishments. This is not to be construed as arguing against assistance for the handicapped student in terms of special learning or testing arrangements. These arrangements are basic to treating the student fairly.

It is often difficult for parents and school personnel to allow the handicapped the right to fail. There is a wish to protect handicapped students from the harsh reality of the pain of failure that can lead to treating the handicapped as if they were eternal children. The immediate satisfaction gained from the avoidance of the pain of failure is far outweighed by the damage it does to the growth process. Through multiple experiences of being protected from failure, the handicapped person does not develop independence and self-reliance. This results in a far more pervasive handicap than would otherwise have been experienced (Foster, 1979).

Career Planning with Handicapped Students

When discussing career goals, the counselor needs to be honest and objective in dealing with a handicapped student about the time, length, and difficulty of training needed. This honesty needs to extend into a realistic appraisal of job opportunities. As clearly as possible, the counselor needs to convey what the day to day activities of various jobs would be like. All students, including the handicapped, need an opportunity to try out their skills in real or simulated job settings. Through these experiences students gain insight into skills that might be acquired and can evaluate their feelings about occupations before time is invested in training.

It is appropriate to encourage the handicapped to explore the world of work in terms of their interests and abilities. The counselor needs to be aware and communi-



cate to students, without undue pessimism, that all employers are not willing to give the handicapped a chance, even if they prove they can do the job. As unfortunate and illegal as this is, it must be considered when making career decisions. The laws have not totally eliminated prejudice in the market place. There are, however, many employers who have had successful experiences with handicapped employees and are not prejudiced against employing the handicapped. The student should be armed with the knowledge that he/she may have to display more persistence in job hunting and more openness to trying alternatives that he/she would like.

The handicapped student should consider the self-employment aspect of the various types of training being considered. By selecting training that offers the potential for self-employment, a degree of job insurance can be provided. If full-time employment is difficult to obtain, or is sporadic, or if self-employment later becomes intrinsically desirable, the possession of suitable skills will allow the student to be employed. The individual will no longer be totally dependent on the whims of employers and the market place.

Sometimes social service agencies create disincentives to handicapped individuals as they enter the work world. Often the handicapped find that their medical costs are substantially higher than those of the average person. Visits to various physicians and specialists, medications, therapies and appliances required can become severe financial strains to low to middle income handicapped workers. Medicare will provide assistance with medical costs if a person is disabled and unable to work; however, when the person becomes employed, the medical assistance stops. The handicapped person's medical costs may even exceed his/her income, so he/she goes in debt during each month of employment unless medical coverage provided by his/her employer is extensive. For the individual with expensive medical needs, this is an important consideration in deciding to become employed (Hale, 1979).

Definitions of each specific handicap can be found in the Texas Education Agency publication *Policies and Administrative Procedures for the Education of Handicapped Students* (TEA, 1979).

Some Handicapping Conditions

While a variety of handicapping conditions exist, it is not possible to review each. Some of the more common (but often misunderstood) are listed together with vocational guidance implications.

Cerebral Palsy

Assumptions concerning level of intelligence cannot be made based upon the student's appearance or behavior. The tendency to assume mental retardation when the student walks awkwardly, grimaces and drools is understandable, but such assumptions are likely incorrect and damaging to the student. Because of the diversity of the types of impairment which may be present in persons who have cerebral palsy, and the various degrees of severity of these impairments, it is virtually impossible to generalize about the "typical" effects of this syndrome (Foster, 1979).

When necessary, many intelligence and achievement tests can be modified for use with the students having cerebral palsy. The resulting scores will have to be interpreted in light of the modifications and cannot be ascribed the same validity as those obtained under standard administration procedures. The information gained as to abilities demonstrated can, however, assist the counselor in planning with the student (Foster, 1979).

For those who have good speech but poor motor control, the verbal section of the Weschler Intelligence Scale for Children-Revised can be used, and for those with poor speech and good motor control the performance section can be used. For the severely handicapped, a signal such as an eye blink or verbal cue can be used by the student to indicate the correct item as the examiner points to each choice on the Peabody Picture Vocabulary Test or the Columbia Mental Maturity Scale. For achievement tests, the examiner can supply letters from a Scrabble game and numbers written on cards and allow the student to select those that singularly or in combination give the answer. With sufficient ingenuity the examiner can obtain a descriptive estimate of the student's academic achievement. The modifications necessary to complete the assessment can give insight into the modification and limits likely in the job setting.

The electronic communication tools available for the cerebral palsied with severe speech defects are truly remarkable. By pushing buttons, certain words, and phonemes that can be combined into words, are spoken. The technology in this area is expanding rapidly. The school district's special education director can provide a great deal of information about such communication aids. The local office of the Texas Rehabilitation Commission and the Department of Special Education, Texas Education Agency, are excellent resources for information on obtaining these aids.

Guidance Implications. When doing career planning with the cerebral palsied, it is imperative that the total functioning of the person be considered rather than just the intellectual ability to complete academic work. Virtually all competitive employment requires that individuals have sufficient skills to care for their personal needs. Clarity of speech and hand dexterity are essential for employment in many occupations. The student's ability in these areas should be objectively evaluated before training is begun (Garrett, 1966). It would be cruel, for example, to encourage a student with poor speech and limited dexterity to invest time in secretarial training when he/she cannot be understood clearly on the telephone and types very slowly. If the student wants an office atmosphere, a position as file clerk might be suitable and would require only brief on-the-job training. For those with severe physical limitations, sheltered workshops may provide the most suitable employment setting.

Overprotectiveness by the family and lack of opportunity for reality testing experience can further handicap the cerebral palsied by distorting their views of the world and of their capabilities. This distortion may be manifested by overdependency, unrealistic evaluations of abilities, insecurity and fear. Realistic appraisal with both positive and negative feedback can assist students with cerebral palsy in adjusting both personally and vocationally (Foster, 1979; Garett, 1966).

Personal and career satisfaction *are* available to the cerebral palsied youngster, and the counselor *can* assist the student in reaching these goals. However, to expect the high school counselor to assume this responsibility without maximum input from specialists is a disservice both to the counselor and to the student (Foster, 1979).

Organizations and resources.

American Physical Therapy Association
1156 15th St., N.W., Suite 500
Washington, DC 20005 (202) 466-2070
Department of Educational Affairs

United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, NY 10026 (212) 481-6350
Director of Program Services

United Cerebral Palsy of Texas, Inc.
201 San Jacinto Building
Austin, TX 78701
Program Director (512) 477-6515

Books.

Cruickshank, W. M. *Cerebral palsy: A development disability.* Syracuse: Syracuse University Press, 1976

Joel, Gil S. *So your child has cerebral palsy.* Albuquerque: University of New Mexico Press, 1975.

Segal, Marilyn M. *Run away, little girl.* New York: Random House, 1966.

Deaf/Hard of Hearing

The age of onset of deafness is of critical importance in determining the degree of functional disability that will exist. Those persons who become deaf after having acquired language and speech (postlingually deaf) may retain the ability to speak and have little impairment in the use of language to communicate thoughts. The person who is deaf from birth, or before language is acquired (prelingually deaf), will experience more severe problems in understanding and using written and spoken words. Often developmental delay from lack of stimulation and experience exists with those who are prelingually deaf. Those who are postlingually deaf may also experience negative effects from experimental deprivation. The severity of the problem will vary according to age and suddeness of onset. It is important that school personnel and the student's family be aware that this is not indicative of impaired intellect. Intelligence has the same distribution in the deaf population as in the general population (Foster, 1979).

When assessing the interests and abilities of a deaf student, it is imperative that the counselor remember that test instruments were not normed on deaf students and that these tests may be inaccurate measures of a student's abilities. A test is measuring, to a large degree, language ability, and this is the deaf student's weakest area. The test very well may *not* predict job performance. It is important to communicate this lack of test validity to both the student and potential employers who use such tests for employee selection.

Deaf persons may be taught to communicate using oral and manual communication or some combination of the two. There is considerable disagreement among experts in the field as to which method or combination of methods is best (Foster, 1979).

Oral communication is difficult for many deaf people, particularly those who have not heard speech. Speechreading is generally inadequate for total understanding of what is said since only 30% of English is visible on the lips. The mastery of speech articulation for the prelingually deaf is a slow, difficult process, and few of the prelingually deaf acquire speech which is fully comprehensible to the general public. Written communication is also difficult to use because it follows the syntax and vocabulary of spoken language; however, it is a useful skill because written language provides a method for communication with the majority of the hearing population, and allows for greater freedom of movement within the hearing world (Foster, 1979).

Manual communication refers to American Sign Language (ASL), fingerspelling and signed English. ASL is concept-based, and does not use the same sentence structure as English. Fingerspelling is a method of using hand configurations to represent the different letters of the alphabet. Words for which standard signs do not exist are spelled out. Signed English includes several systems which employ ASL signs to represent words, and also attempts to approximate English by using English word order and syntax (Foster, 1979).

"Total communication" is the term for the approach which advocates combining speaking, writing, signing, fingerspelling and speechreading into the most effective system for the individual (Foster, 1979).

Communication problems in the classroom for deaf/hard of hearing individuals are real, but these problems can be overcome. Students who speechread should sit near the front of the room. The teacher should face the class and speak without exaggerated lip movements. Technical words should be written on the board. Interpreters can be provided in the classroom for those who communicate manually. The counselor may also find it necessary to use an interpreter to communicate with the deaf/hard of hearing student. When an interpreter is used, remember to look at the student when speaking and listening. When counseling avoid using family members as interpreters and stress the need for the interpreter to maintain confidentiality. Everything spoken by the counselor or interpreter in the student's presence, should be signed. When counseling a deaf person who has speech, allow your ears to become accustomed to the sound of the person's speech by engaging in casual conversation, initially. The counselor should follow the recommendations given above for teachers and keep a note pad handy so that written messages can be used as needed (Foster, 1979).

Students who are hard of hearing vary greatly in both the kind and degree of hearing loss. The extent to which a hearing aid corrects the loss varies also. Not all persons can benefit from the use of a hearing aid. A hearing aid amplifies all sounds and may make it difficult to discriminate between speech and background noise. The amplification of sound will not help the person whose hearing is distorting sounds. It will simply make the distorted sounds louder. Persons with abnormal sensitivity to loud sounds may experience pain from the amplification of a hearing aid. Auditory training and speechreading may help the hard of hearing to maximize their residual hearing. The student should be referred to a speech therapist trained in the proper techniques (Foster, 1979).

Guidance Implications. Consultation with a physician specializing in diseases of the ear is essential to career planning for the hard of hearing. For those whose hearing is subject to further loss from loud noises or other environmental factors, occupations should be evaluated in light of the available information. Often modifications can be made in the job site or protective measures can be taken by the student in instances where a problem exists. For example, if a student with a hearing loss whose residual hearing is sensitive to further loss from loud noises wishes to be a motorcycle mechanic, he/she can wear ear plugs when the motor is turned on.

While work settings involving loud noises should generally be avoided by the hard of hearing, as well as the general public, those who are deaf often find they have, if anything, an advantage. In settings with constant high noise levels such as exists around certain large machinery, the deaf are not bothered by the constant irritation experienced by others and they can communicate freely through manual modes.

Inability to abstract is a characteristic frequently attributed to the prelingually deaf. This characteristic is generally felt to be a result of the delayed language development and the subsequent tendency to interpret what others say in a concrete and literal manner. It should be anticipated that little interest will be shown in occupational areas requiring a high degree of abstraction. If such interests are shown, however, the student should be encouraged to assess his/her potential rather than assuming categorically that he/she does not possess sufficient ability.

Organizations and resources.

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, DC 20007 (202) 337-5220

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, DC 20014 (301) 530-3400

Texas Society of Interpreters for the Deaf
4316 Lambeth Lane
Fort Worth, TX 76103 (817) 531-2160

American Annuals of the Deaf
5304 Wisconsin Avenue, N.W.
Washington, DC 20016 (202) 363-1327
Annually publishes Directory of Programs and Services — $5.00

Books.

Nix, Gary, (Ed.). *Mainstream education for hearing impaired children and youth.* New York: Grune, 1976.

Northcutt, W. H. *The hearing impaired child in a regular classroom.* Washington, DC: Alexander Graham Bell Association, 1973.

Orlansky, J. P. *Mainstreaming the hearing impaired child.* Austin: Learning Concepts, 1977.

Emotionally Disturbed

Within the context of vocational planning, a student's overall emotional adjustment should be considered. While it is difficult to predict the future course of emotional disturbances, the effects of job responsibilities should be frankly discussed with the emotionally disturbed student. The counselor should be careful to avoid the tendency to devalue a student by assuming planning is "hopeless" or to ignore the implications of emotional disturbance because the counselor is uncomfortable discussing them.

Guidance Implications. The classroom setting is sometimes compared to the work setting with the roles of teacher-employer and student-worker seen as similar. Due to this similarity, a student's ability to adjust in a work setting is sometimes inferred to be similar to his/her classroom adjustment. There are similarities between many work settings and classrooms such as: teachers and employers are authority figures and students and workers are expected to be punctual and obedient. There are dissimilarities also that may be crucial factors. Unlike the public schools, employers have no legal responsibility to provide a place (job) for everyone, nor must they tolerate those persons who do not conform to the employers' expectancies of production and behavior.

Additionally, the perception of the requirements and permissiveness of a given situation varies from student to student. For example, an emotionally disturbed student in a highly structured classroom might work well because he/she knows exactly what is expected and receives prompt, concrete feedback on whether or not he/she has met the teacher's goals. A work setting which almost certainly would be less structured, might be stressful because the feedback is less specific — a person may not be told his/her work is unsatisfactory until he/she is dismissed.

Another emotionally disturbed student might find the same classroom more stressful because of the demand for conformity and the close supervision. He/she might find the job setting less stressful because of the perception of fewer demands being made.

Other areas of difference to explore with emotionally disturbed students are their reactions to independence and responsibility. Lastly, but probably most important to consider, is the student's ability to interact comfortably and effectively with others. More people are dismissed for not getting along with others at work than for not doing their jobs correctly. If the student's ability to interact is severely impaired or if the emphasis on interpersonal skills is experienced by the student as stressful, then a job with minimal interaction should be considered.

When counseling emotionally disturbed students about their vocational plans, the counselor must remember that what the student perceives as stress is what counts, not what would objectively appear to be stressful. The student should be encouraged to explore his/her reactions to various situations and come to terms with what factors cause stress. Through awareness of stress-creating factors, situations that would create stress can be better avoided, and the student's mental stability thereby enhanced.

The attitude of the public towards persons with emotional disturbances continues to be highly prejudiced. As a part of the public, the potential employer may be unwilling to employ a person who indicated he/she currently has or has had a history of emotional disturbance. This prejudice is something that the student must be prepared to handle. While emotionally disturbed students should be encouraged to be truthful on job applications, they need to be aware that it may require great persistence to obtain employment. However, the employer who hires the student with knowledge of his/her emotional disturbance likely will be more supportive and tolerant. The future employee will also avoid the anxiety created by guilt from lying and the fear of being found out.

The Texas Rehabilitation Commission will assist emotionally disturbed students who meet their eligibility criteria with vocational training and placement. Their expertise and resources are often invaluable.

Organizations and resources. The following organizations and resources are available for assistance to the emotionally disturbed.

Mental Health Association
1800 North Kent Street
Arlington, VA 22209
Information Service: (703) 528-6405

National Association for Autistic Children
1234 Massachusetts Ave., N.W., Suite 1017
Washington, DC 20005 (202) 783-0125

Department of Mental Health and Mental Retardation
909 W. 45th Street
P.O. Box 12668, Capitol Station
Austin, TX 78711 (512) 454-3761

Books.

Twerski, Abraham J. *Like yourself and others will, too.* Englewood Cliffs, NJ: Prentice-Hall, 1978.

Epilepsy

Many epileptic individuals have seizures completely under control. For those who do not, adjusting to the erratic timing of seizures creates a problem unique to this disability. Unlike the majority of disabilities which create a situation in which the person must constantly deal with his/her limits in the management of daily affairs, the epileptic functions normally without knowing when a seizure will occur, causing loss of control and disruption of behavior. The seizures may occur at any time, place or social situation creating a potentially embarassing or dangerous situation for the student.

The epileptic should be encouraged to identify his/her aura, a specific physical or emotional feeling that often occurs just prior to the beginning of a seizure. If an aura can be identified those few seconds can be used to take safety precautions such as lying on the floor and/or removing glasses (Sullivan, 1979).

The student must decide who and under what circumstances other persons will be told about his/her seizures. There is no reason for informing classmates that seizures may occur, particularly when they are well controlled. It is a personal, highly individual decision that each student must make for him/herself. This self-disclosure should be received as similar to the sharing of any information of a personal nature. The counselor needs to recognize that persons vary in their need and willingness to disclose personal information and that the desire for privacy does not mean necessarily that the student is unable to emotionally handle his/her condition.

The student who fears disclosure, as opposed to one who desires privacy, can be helped to greater self-acceptance through discussing his/her fears with the counselor. When the student develops sufficient self confidence, it is appropriate for the conselor to encourage the student to self-disclose his/her epilepsy to others. If the student is in a counseling group, these peers could be expected to accept such a disclosure in a positive manner. If the student is not in such a group, the counselor should gently steer the student toward disclosing to persons who will not react negatively.

Guidance Implications. The types of seizures and the extent to which they are controlled may have a significant impact upon career decisions. Some seizures occur only at night (nocturnal seizures) or shortly after awakening and have no affect on daytime activities. Nocturnal seizures sometimes do change and occur during the day. For the person with well controlled or nocturnal seizures, there are few occupations that would be inappropriate to consider. Those few would include some construction jobs which have an inherent danger of severe injury in case of a fall. The dangers of working with some types of machinery has been lessened and in some cases eliminated by shields, automatic cut-offs and other safety modifications.

Also to be considered are the license restrictions for particular occupations. Additionally there are some occupations that require a dirver's license either for the performance of the job duties or because the person has no other means of transportation. Each state has its own regulations concerning the issuance of a driver's license. The counselor should discuss the requirements with the local Department of Public Safety to get a better understanding of what effect this may have on the student with epilepsy and to place the counselor in a better position to discuss the issue intelligently with the student.

The potential job site should be evaluated for flickering or flashing lights which may trigger seizures in some persons with epilepsy. Conditions that produce anxiety or tension such as constant loud noises or erratic work tempos should be investigated, if they are an influencing factor for the particular student. Extended periods without sleep should also be avoided, but this is seldom a significant occupational factor, as it can be avoided by the person.

Organizations and resources.

Epilepsy Foundations of America
1828 L Street, N.W., Suite 406
Washington, DC 20036 (202) 293-2930

Dallas Epilepsy Association
5415 Maple Avenue, Suite 421
Dallas, TX 75235 (214) 634-8421

San Antonio Epilepsy Association
1119 South Alamo
San Antonio, TX 78210 (512) 225-4547

Books.

Boshes, Louis D., & Gibbs, Frederic A. *Epilepsy handbook.* Springfield, IL: Charles C. Thomas, 1972.

Sullivan, Margaret W. *Living with epilepsy.* New York: Nelen Publishing Co., Inc., 1979.

Blind/Visually Impaired

When counseling with the visually handicapped, the counselor should make frequent verbal indications of interest and attentiveness. In many ways the situation is similar to a telephone conversation where the counselor must verbally supply the messages that would otherwise be communicated through a head nod or facial expression. Audible cues, that the counselor is unaware of, such as finger tapping or sighing, may give the visually handicapped an indication of the counselor's attitude or mood and may be understood by the student as indicating boredom (Foster, 1979).

The counselor also should be aware that facial expressions are often not appropriate cues to the emotional reactions of the visually handicapped. Facial expressions indicative of many emotions are learned by imitation during early childhood and, therefore, are not acquired by those whose visual disability occurred before birth or in early childhood. Tension and anxiety can be noticed in general body and hand movements. The most reliable method of ascertaining mood is to ask the student (Foster, 1979).

Sighted persons sometimes feel awkward talking with the blind because of the lack of eye contact. The orientation to "look" at the face of the person being spoken to is a skill in which the blind must be instructed. It is sometimes helpful to touch the arm of the visually impaired student and mention your name, if the student has a very low level of visual functioning and/or does not know you well and may not recognize your voice or the fact you are speaking to him/her. Always ask if your assistance is needed rather than assuming that it is or is not (Foster, 1979).

Guidance Implications. In most academic and career situations the senses of touch and hearing and the use of technical aids permit many persons to function so successfully that their blindness is not a handicap. Learning takes place via tactile and sound cues; in most cases, only minor modifications need be implicated for the secondary and above student.

With the progress that has been made with special aids to assist the visually handicapped, there are few jobs that they cannot perform. One major obstacle that remains, particularly in rural areas, is that of transportation. In areas that do not have public transportation, the student must consider how he/she will get back and forth to work. If there is not a member of the family available to provide transportation and there are not desirable living facilities close to a job, the possibility of moving to a city where public transportation is available may be an alternative.

Organizations and resources. In addition to the Commission for the Blind, the following organizations and resources are available:

American Council for the Blind
1211 Connecticut Avenue, N.W.
Washington, DC 20036
Toll Free Hotline: (800) 424-9770

American Printing House for the Blind
1829 Frankfort Avenue
Louisville, KY 40206

Association for the Education for the Visually Handicapped
919 Walnut Street, 4th Floor
Philadelphia, PA 19107

Books.

Bauman, Mary K. & Yodey, Norman. *Adjustment to blindness — reviewed.* Philadelphia: Temple U., 1976.

Faye, Eleanor. *The low vision patient: Clinical experiences with adults and children.* New York: Grune, 1970.

Lowenfeld, Berthold (ed.) *The visually handicapped child in school.* New York: T. Y. Crowell, 1973.

Rusalem, Herbert. *Coping with the unseen environment.* New York: Teachers College, 1972.

Orthopedic Disability (from Accident or Injury)

Following the loss of a limb in amputation or the loss of bodily control in spinal cord injury, a person's initial reaction is shock and disbelief. When the reality of the situation is apparent a mourning process begins. The person mourns the loss of the body as it was and is no more. It is a necessary phase that leads to an acceptance of the altered body and a willingness to look toward the future and continue with life. Depending upon a number of factors such as severity, length of hospitalization and personality, this mourning process may or may not be completed when the counselor begins working with the student. By being aware of the process the counselor can facilitate the student's mourning if necessary, so that acceptance can occur (Foster, 1979).

Probably the most difficult adjustment is by an active young person who through an accident suffers a severe spinal cord injury and must learn a sense of self totally different from his/her former self. He/she must, at least for a while, be dependent upon others for all needs. Such an adjustment is a severe test on even the strongest of personalities, but the test can be met with inner strength and a supportive environment (Foster, 1979).

The primary determinant of adjustment to disability, whether of the sudden trauma of a severed arm or of the slow loss of control of muscular dystrophy, is the personality of the individual. The person who has a strong sense of self-worth that is not based on abilities will be better able to handle the adjustment, go on with life, accepting help when necessary. Family and teachers who encourage and support the student without overprotecting him/her will facilitate the development of a healthy personality capable of adjusting.

Guidance implications. The unimpaired intellect and stable nature of most orthopedic disabilities are strong, positive factors on which to build job skills. Once trained, these individuals have few difficulties doing their jobs. They may, however, have difficulty with transportation and architectural barriers.

Public transportation seldom has provisions for wheelchairs, and private vehicles with hand controls are expensive. Provided the transportation problem is solved, the orthopedically handicapped person must sometimes find a way to circumvent stairs and narrow doors. New federal standards are helping to correct both situations, but much public transportation and many small businesses are inaccessible. This limits the number of potential job openings for which an individual can apply.

Organizations and resources.

Arthritis Foundation
475 Riverside Drive
New York, NY 10027 (212) 678-6363

Muscular Dystrophy Association, Inc.
810 7th Avenue
New York, NY 10019 (212) 586-0808

National Amputation Foundations, Inc.
12045 150th Street
Whitestone, NY 11357 (212) 767-0596

National Association of the Physically Handicapped, Inc.
76 Elm Street
London, OH 43140

National Paraplegia Foundation
333 North Michigan Avenue
Chicago, IL 60601 (312) 346-4779

Spinal Cord Injury Center
Texas Institute of Rehabilitation and Research
1333 Moursund Avenue
Houston, TX 77025 (713) 797-1440

Books.

Gilbert, A. E. *You can do it from a wheelchair.* New Rochelle, NY: Arlington House, 1973.

Lowman, E. W. & Klinger, J. L. *Aids to independent living: Self-help for the handicapped.* New York: McGraw-Hill, 1969.

Nelson, J. G. *Wheelchair vagabond.* Santa Monica, CA: Project Press, 1975.

Mental Retardation.

The mentally retarded will need varying degrees of instruction in the skills of filling out application blanks, being interviewed, locating job openings, and using fringe benefits. All the basic job skills mentioned in previous chapters should be taught using methods appropriate to the individual student. A certain skill, if it appears too difficult for a particular student, can often be circumvented. For example, with an application blank, the student can be taught to request the form, fill it out at home or school with assistance and return it the next day to the potential employer. This can be done to assure the application blank is completed.

The mentally retarded tend to be stereotyped and employed in low paying, menial jobs. With improved training and less public prejudice, the employment picture may improve. In the meantime, counselors should strive to creatively match jobs with students' interests and abilities. There are more possibilities than at first may appear. For the outdoor-lovers there are trees to be planted, swimming pools to be cleaned, and farm and zoo animals to feed. The more mechanically inclined may enjoy assembling parts in a factory or working as a plumber's helper. Those who enjoy working with people can work as aides in child care centers and homes for the elderly. With sufficient effort suitable occupations can be found.

The assessment of vocational interests of the mentally retarded is best achieved through interview and observation. Some interest inventories exist that might be used with mentally retarded students, but for most situations, it is also necessary to discuss possibilities with them and obtain their reactions and ideas. For maximum effectiveness, this discussion should occur after the student has observed or sampled a number of jobs. The counselor should be sure to mention both positive and negative possibilities of all jobs being discussed.

Guidance Implications. The counselor should carefully avoid allowing his/her own biases to influence the student. The temptation to "sell" a particular job can occur easily when counseling the mentally retarded. By being aware of the temptation, the counselor can more easily avoid it. The student should be taught to respect all people who do honest work and who perform their jobs well. An appreciation of the interdependency of workers is desirable and can be understood to some degree by all but the most severely retarded. These feelings of respect and interdependency can add to the student's concept of him/herself as an important, worthwhile person.

The skills of assertiveness and self confidence to gain respect should be taught as survival skills to mentally retarded students entering competitive employment. The student must learn to differentiate criticism of his/her work from devaluing remarks. Students should listen to criticism and learn from it. Devaluing remarks should be rejected and/or ignored. Role playing and group counseling can be effective means for teaching assertiveness and for developing self confidence.

In career planning with the mentally retarded, three areas of potential difficulty should be considered — work flow, changes in task and number of bosses. These are important to all people, but for the mentally retarded they may be critical.

The student will likely do his/her best work in a situation where the work comes in a steady, even flow, with few or no periods of idleness or excessive hurry. Both the adjustment to a constantly changing pace and the sudden need to hurry can be difficult for the mentally retarded to understand.

Changes in job tasks that may appear minor can be satisfactorily managed, if the supervisor is alert to the need to re-train. If not, the mentally retarded individual may continue the old procedure with the new task until the error is noticed and re-training or dismissal occurs. Re-training may or may not be costly depending on the degree of new learning needed and the severity of the mental retardation. In situations where re-training would be costly, initial job placements with long term potential should be sought.

It is much easier for the mentally retarded person to perform well on a job when there is one, and only one, person supervising and instructing him/her. When others, whether well meaning fellow employees or secondary supervisors, become involved, the potential for misunderstanding and confusion multiplies.

In many communities sheltered workshops exist for the training and/or employment of mentally retarded persons. There is a diversity of opinion in the field on the rightful function of these workshops. The majority are supported by state or local governments, with a few being funded by private agencies. The wages paid are generally based on a piece rate, and few of the mentally retarded in these situations make the minimum hourly wage. The emphasis in some shops is to provide employment for mentally retarded persons, while in others the emphasis is on providing training for jobs in the public sector. Some, perhaps most, attempt to provide both kinds of services as well as social activities and training in social skills. Sometimes mentaly retarded persons are placed in workshops with the intent of being trained for competitive employment, but instead of moving out to other jobs, remain in the workshops as more or less permanent employees. This may be a result of a misunderstanding of the objectives of the placement, a lack of appropriate or adequate training, an unwillingness of the particular individual to leave the comfort of the known for the perceived fearful job place, or because of other factors. Some professionals feel that sheltered work is the maximum that some people are capable of doing and that the stimulation of activities and the social aspects of sheltered workshop placement are important to mentally retarded persons as the wages earned. Others feel that minimum hourly wages should be paid to all persons and that mentally retarded persons are being used unfairly when they are paid less. Advocates of this position often maintain that with proper training and job re-designing it is possible for virtually all of the mentally retarded to produce enough to earn minimum wages or more.

If sheltered workshop training appears appropriate for the student, arrange a visit to the shop so that the student can see the work and training available and meet the staff and employees. Request that the director provide a brief description of the various kinds of training, the criteria for placement in a particular training and the auxiliary services (social activities, job placement, assessment) provided. Ask about the number of people trained in the workshop who have obtained successful competitive employment in the last year. This will give some indication of how well the training matches local needs.

Sheltered workshops vary in the amount of job skills taught. Some provide training in specific skills that correlate with community employment, many do not. The training provided in some shops is dependent on the work available through contracts with private businesses, and the emphasis is on making money. Most shops provide training in the basic job skills of punctuality, cooperation and productivity.

Organizations and resources. The following organizations and resources are available for assistance to the mentally retarded.

American Association on Mental Deficiency
5101 Wisconsin Avenue, N.W.
Washington, DC 20016

National Association for Down's Syndrome
Box 63
Oak Park, IL 60303 (312) 543-6060

National Association for Retarded Citizens
2709 Avenue E, E.
Arlington, TX 76011 (817) 261-4961

One to One
One Lincoln Plaza
1900 Broadway
New York, NY 10023 (212) 874-2410

Books.

Allen, David F. & V. S. *Ethical issues in mental retardation.* Nashville: Abingston, 1979.

Chinn, P. C., Drew, C. J., & Logan, D. R. *Mental retardation: A life cycle approach.* St. Louis: Masby, 1979.

Clarke, Ann M., & A. D. B. *Mental deficiency: The changing outlook.* New York: Free Press, 1974.

Sobol, H. L. *My brother Steven is retarded.* New York: Macmillan, 1977.

Film.

Gold, Marc and Associates. *Try Another Way,* Champaign, Illinois.

Learning Disabled

An individual with a learning disability exhibits a disorder in one or more psychological processes involved in understanding or using spoken or written language. These processes are manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term "learning disability" includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This handicapping condition does not include learning problems which are primarily because of visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages (Altfest, 1975).

Learning disabilities that are visual in nature relate to problems in detecting, perceiving, understanding, and retaining visual information. Some of the observable characteristics which a student with a visual disability may exhibit are:

- Looking up often when copying from a distance.
- Avoiding close desk work.
- Holding a book too close.
- Bending over paper when writing.
- Not following written directions but following verbal instructions.
- Exhibiting a limited attention span for visual tasks.
- Frequently forgetting things seen.
- Being easily distracted by surrounding activities.
- Contorting face; blinking and squinting excessively.
- Tilting head, thrusting head forward.
- Moving eyes excessively and inappropriately.
- Having difficulty following a moving object smoothly with eyes.
- Repeating or omitting words when reading, and confusing words that look alike.
- Being clumsy — bangs into things.
- Confusing foreground and background (Altfest, 1975).

Auditory disabilities relate to problems in detecting, perceiving, understanding and retaining auditory information. Observable characteristics which a student with an auditory disability may exhibit are:

- Giving inappropriate or wrong answers to simple questions.
- Understanding better at a one-to-one level rather than at usual classroom distances.
- Not following oral directions and frequently asking for instructions to be repeated.
- Talking too loudly or too softly.
- Being easily distracted by noise.
- Not distinguishing between similar sounding words.
- Not remembering what has been discussed in class (Altfest, 1975).

A learning disability in the psycho-motor domain refers to a lack of motor control in both gross movement and/or fine movement. Some observable characteristics which a student with a motor disability may exhibit are:

- Having problems in drawing and writing.
- Disliking physical education classes.
- Being slow to finish written work.
- Writing very heavily, very small, or very large.
- Having illegible handwriting — tremor.
- Being in poor physical condition.
- Needing support when standing (leans against the wall, desk, chair).

- Tripping or bumping into things frequently (Alfest, 1975).

Guidance Implications. The counselor should approach the handicapped student as a person possessing a unique combination of strengths, abilities and deficits. No person can do everything; all have limitations, but they also have many strengths and abilities that should be identified and considered in the career planning process. These students need realistic and accurate information about their career options. It is important to remember that the learning disabled sometimes compensate for their handicap in a work situation so that it may be unnoticed by an employer or certainly be less limiting than in an academic environment.

The guidance goal of the counselor in working with handicapped students is no different than that of any other counselor — to help that young person attain economic independence and security through a personally satisfying occupation. The greatest difference in the guidance process for the disabled is that their choices may be more circumscribed because of the handicap imposed by their physical or mental limitations (Foster, 1979).

References

Altfest, M. (editor). *Vocational education for students with special needs — a teacher's handbook.* Fort Collins, Colorado: Department of Vocational Education, Colorado State University, 1975.

Foster, J. C. (prog. dir.) *Guidance, counseling, and support services for high school students with physical disabilities.* Cambridge, Ma: Technical Education Research Centers, 1979.

Garrett, J. F. Realistic vocational choice. In W. Cruickshank (Ed.), *Cerebral palsy, its individual and community problems.* Syracuse, NY: Stracuse University Press, 1966.

Hale, G. (Ed.) *The source book for the disabled.* New York: Paddington Press, 1979.

Sullivan, M. W. *Living with epilepsy,* New York: Nelen, 1979.

Texas Education Agency. *Policies and administrative procedures for the education of handicapped students.* Austin, 1979.

CHAPTER X

Sources Of Information For Present And Future Career Opportunities In Your Community That Do Not Require A Baccalaureate Degree

High school graduates have a wide variety of occupations from which to choose. Specialized training (but not a college degree) widens the options, too. Frequently teachers, counselors, and students do not realize the wide variety of jobs that are available. Many governmental agencies at the local, state and national levels can assist high school counselors and teachers in identifying the thousands of jobs available to students. Listed in Table 3 are descriptions of some government programs that offer publications and job search services.

Jobs for High School Graduates

“The Bureau of Labor Statistics, U.S. Department of Labor, has developed five pamphlets that discuss job opportunities for a group of occupations for which a particular educational or training background is applicable. The titles in this series are —

Jobs for Which You Can Qualify If You're a High School Graduate

Jobs for Which You Can Train Through Apprenticeship

Jobs for Which You Can Qualify If You're Not A High School Graduate

Jobs for Which You Probably Will Need Some College or Specialized Training

Jobs for Which You Probably Will Need a College Education

These pamphlets give an excellent overview of job opportunities based on various levels of education and should be a good resource for high school counselors and teachers as they work with students.

The pamphlet on job opportunities for high school graduates was published in 1979 and contains a long list of occupations selected from the 1978-79 *Occupational Outlook Handbook*. Job availability will vary from community to community, but review of this pamphlet by students could assist them in realizing the many career opportunities that are available to them. Most of the jobs listed for high school graduates require nothing more than a high school diploma, but some of the jobs require skill training in high school such as drafting, typing, shorthand, auto mechanics, machine shop, vocational agriculture, or other vocational training. Some of the jobs do not necessarily require high school graduates, but high school graduates are preferred. In some cases an individual can train for a job by on-the-job training (OJT) or an apprenticeship program. Listed below is a sample of the many jobs for high school graduates that the Bureau of Labor Statistics has identified.

Industrial Production and Related Occupations

- Machinists
- Assemblers
- Automobile Painters
- Blue-Collar Worker Supervisors
- Boilermaking Occupations
- Forge Shop Occupations
- Furniture Upholsterers
- Photographic Laboratory Occupations
- Production Painters
- Wastewater Treatment Plant Operators

Office Occupations

- Bookkeepers
- Cashiers
- Collection Workers
- File Clerks
- Postal Clerks
- Receptionists
- Secretaries and Stenographers
- Computer Operating Personnel
- Bank Clerks

Service Occupations

- Building Custodians
- Hotel Housekeepers and Assistants
- Pest Controllers
- Telephone Operators
- Cooks and Chefs
- Food Counter Workers
- Waiters and Waitresses
- Police Officers
- Guards
- Firemen
- Construction Inspectors (government)

Education and Related Occupations

- Teacher Aides
- Library Assistants

Sales Occupations

- Automobile Parts Counter Workers

(Continued on Page 78)

TABLE 3
Government Resources for Job Information*

Program	Description	Address
1. Retired Senior Volunteer Program-Action	RSVP is one part of Action, the Federal Agency for Volunteer service. Volunteers aged 60 and over can share their work experience with students.	Look under Retired Senior Volunteer Program (RSVP) in the telephone book.
2. Youth Challenge Program-Action	YCP, another Action program, serves people aged 14 to 21. Students receive useful work experience by working approximately 6 hours a week.	Youth Challenge Program-Action 806 Connecticut Ave., N.W. Washington, DC 20525
3. U.S. Civil Service Commission	This agency is responsible for all job standards and examinations in the competitive Civil Service. It provides publications on Civil Service career opportunities.	U.S. Civil Service Commission Washington, DC 20415
4. U.S. Department of Defense	Each armed service makes much material and many services available to schools on military careers.	Contact local recruiters through the telephone directory.
5. Apprenticeship Training	The Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, works with unions and employers to set standards for apprenticeships. Apprenticeship Information Centers are located in 34 local Employment Service Offices. The Bureau places special emphasis on helping disadvantaged persons, women, and members of minority groups become skilled craft workers.	Bureau of Apprenticeships and Training Employment and Training Administration U.S. Department of Labor Washington, DC 20213
6. Employment Service	The Employment Service is a network of more than 2,400 local offices across the nation. It helps job-seekers find suitable work. It also operates a computerized Job Bank in 43 states. The *Dictionary of Occupational Titles* is published by the Employment Service.	U.S. Employment Service Employment and Training Administration U.S. Department of Labor Washington, DC 20213 Federal and State local offices are listed in the telephone book.
7. Occupational Outlook Information U.S. Department of Labor	The Bureau of Labor Statistics, U.S. Department of Labor, has, as one of its tasks, the collection and dissemination of career and occupational outlook information. It publishes the *Occupational Outlook Handbook* and the *Occupational Outlook Quarterly*.	Bureau of Labor Statistics Regional Office 555 Griffin Square Bldg Dallas, TX 75202
8. Small Business Administration	This is a permanent, independent government agency that encourages and assists small businsses. The Administration offers workshops, clinics, films and publications that provide information on career opportunities.	Small Business Administration Washington, DC 20416

*The information for this table was taken from the *Occupational Outlook Quarterly*, Summer 1977.

(Continued from Page 77)

- Automobile Sales Workers
- Models
- Route Drivers
- Travel Agents
- Wholesale Trade Sales Workers
- Retail Trade Sales Workers

Construction Occupations

- Bricklayers
- Carpenters
- Construction Laborers
- Drywall Installers and Finishers
- Floor Covering Installers
- Painters and Paperhangers
- Plasters
- Roofers

Occupations in Transportation Activities

- Flight Attendants
- Reservation, Ticket and Passenger Agents
- Merchant Marine Sailors
- Locomotive Engineers
- Station Agents
- Busdrivers
- Truckdrivers

Mechanics and Repairers

- Line Installers and Cable Splicers
- Telephone and PBX Installers and Repairers
- Appliance Repairers
- Electric Sign Repairers
- Farm Equipment Mechanics

Locksmiths
Shoe Repairers

Health Occupations

Dental Assistants
Medical Record Technicians and Clerks
Optometric Assistants
Physical Therapist Assistants

This list is just a small sample of the thousands of jobs that are available to high school graduates.

Jobs Requiring Specialized Training Beyond High School

Jobs requiring specialized or technical training currently offer the greatest opportunities for high school graduates. In fact, technicians are more in demand than college graduates. These jobs require training in an apprenticeship program, a vocational-technical program in a community/junior college, or a trade and technical school. Listed below are samples of jobs available to individuals who have some specialized training beyond high school. A college degree is usually not required for these jobs.

Industrial Production and Related Occupations

Patternmakers
Molders
Instrument Makers (Mechanical)
Tool-and-die Makers
Lithographers
Photoengravers
Printing Press Operators
Millwrights
Motion Picture Projectionists
Welders

Office Occupations

Computer Personnel
Office Machine Operators
Executive Secretaries
Claim Representatives
Buyers

Service Occupations

Meatcutters
Barbers
Cosmetologists
Funeral Directors and Embalmers

Sales Occupations

Real Estate Agents and Brokers
Automobile Service Advisers
Insurance Agents

Construction Occupations

Cement Masons and Terrazzo Workers
Electricians
Elevator Constructors
Glaziers
Structural Ironworkers
Operating Engineers (Construction Machinery Operators)
Plumbers and Pipefitters
Sheet-Metal Workers

Occupations in Transportation Activities

Air Traffic Controllers
Airplane Mechanics
Airplane Pilots

Scientific and Technical Occupations

Forestry Technicians
Broadcast Technicians
Drafters
Engineering and Science Technicians
Surveyors

Mechanics and Repairers

Computer Service Technicians
Instrument Repairers
Television and Radio Service Technicians
Air-Conditioning, Refrigeration and Heating Mechanics
Automobile Body Repairers
Automobile Mechanics
Diesel Mechanics
Jewelers
Piano and Organ Tuners and Repairers

Health Occupations

Dental Hygienists
Dental Laboratory Technicians
Electrocardiograph (EKG) Technicians
Electroencephalographic (EEG) Technicians
Emergency Medical Technicians (EMT's)
Medical Laboratory Workers
Radiologic (X-ray) Technologists
Respiratory Therapy Workers
Licensed Practical Nurses

The sources of the above list were the Bureau of Labor Statistics' pamphlets entitled *Jobs for Which You Can Qualify If You're A High School Graduate* and *Jobs for Which You Probably Will Need Some College or Specialized Training*. This list is just a sample of the great variety of jobs available to individuals who have some kind of specialized training. The jobs listed do not require a baccalaureate degree, but they do require specialized training. The salaries for individuals filling these positions are usually excellent. High school students need to be aware of the fine opportunities that will be available to them if they develop a specialized skill.

Local Surveys of Job Opportunities

The Chamber of Commerce and the local state employment office should be very willing to assist school personnel in identifying jobs available to high school graduates. It is possible that these organizations may already have a list of career opportunities in the community. Frequently service organizations such as Rotary, Lions Club, and Kiwanis are willing to assist in a community job survey.

If a list of job opportunities in the community is not available, or if there is a list that is incomplete or obsolete, school personnel should plan a community survey of job opportunities for high school graduates and for individuals with specialized training beyond high school. A survey committee consisting of teachers, counselors and representatives from the community should be formed with counselors providing leadership for the committee. Community representatives should be chosen from business and industry and service organizations. The most accurate method for collecting information about job opportunities in the community would be to develop an interview form and have individuals interview representatives of every business. A quicker and less expensive method would be to develop a job survey questionnaire that could be mailed to every business. For businesses that do not respond to the questionnaire, a telephone survey could be used to collect additional data. Figure 4 is a sample of a survey form that could be sent to businesses in a community. This form should be accompanied by a letter explaining the purpose of the survey and encouraging everyone to participate. In large metropolitan areas where there are hundreds of employers, the survey might have to be sent only to the largest employers in the area or to employers who most frequently hire former students. If there is more than one high school in an area, then the high schools could cooperate in the job survey.

FIGURE 4

Community Job Survey

Name of Company ______________________________ Address ______________________

Name of Person
Completing Survey Form ______________________________ Telephone ______________________

Description of company (products, services and other significant facts):

Job Title	Job Description	Number of employees currently doing this job	Number of vacancies expected in next year	Qualifications expected for employment: education, training, special skills, etc.

CHAPTER XI

Planning a Career Guidance Program

The Eleventh Annual Gallup Poll of the Public's Attitudes Toward the Public Schools (Gallup, 1979) reported responses to a question concerning help the schools are giving students in choosing careers. Parents reported that from their viewpoint very little career guidance was offered. Most guidance activities centered around assistance with selecting school subjects, personal problems, scholarships, and advice about colleges and universities. These are all important concerns, but assistance with career related problems is equally important. Proven career guidance techniques and materials are readily available, but the problem is getting these techniques and materials to the schools in an organized manner so that the majority of students have access to career guidance services.

Since 1958 when the National Defense Education Act was passed, counseling and guidance services in schools have improved greatly in quantity and quality; however, continued improvement and expansion are necessary. Funding for vocational education since 1968 and the career education movement have increased the emphasis in career guidance services. Even with this emphasis, comprehensive systems of career guidance services are rare.

Components of a Career Guidance Program

Career guidance programs must reach all students, and these programs must be flexible enough to meet the unique needs of each student. In the *Rural America Series*, a career guidance planning model, the authors state that the goal of career guidance is to promote individual career development (The Center for Vocational Education, 1978). They go on to say that guidance services should provide students with opportunities to acquire skills in self-understanding, interpersonal relations, planning and decision making.

Career guidance programs should help adolescents in making decisions that are related to their preparation for adult life. In the *Rural America* materials the following key decisions for students are identified:

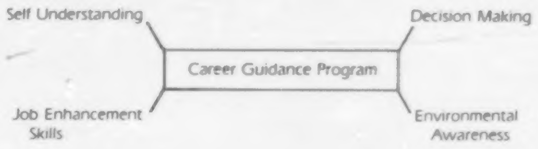
1. What do they want out of life?
2. What do they want out of occupations?
3. What do they have to offer for what they want (including what they are willing and able to acquire)?
4. What is available to fulfill what they want?

(The Center for Vocational Education, 1978)

In deciding which services should be included in a career guidance program, these questions summarize quite adequately the kinds of assistance that young people need.

Many individuals, not just counselors, are responsible for career guidance. Counselors are trained to counsel, test, provide information on educational and career opportunities, refer students in need of psychological services, and coordinate placement and follow-up services; however, most of these services, especially career guidance, can be performed more efficiently if teachers, administrators, parents, and representatives from business and industry are involved in the process.

With a grant from the U.S. Office of Education, the Research Coordinating Unit for Vocational Education in West Virginia developed a career guidance planning model entitled *The Comprehensive Community Career and Vocational Guidance and Counseling Model* (The West Virginia Department of Education, 1979). This model is excellent for use in planning a career guidance program in a school district. The West Virginia Model suggests that a comprehensive career guidance program can be structured around four components as displayed in the following diagram.



The authors of this counselor handbook have chosen to describe these four components in some detail because most of the information presented in the preceding chapters fits into one of these four program areas.

Self understanding. Counselors and teachers must encourage and assist students in exploring their interests, abilities, potentialities and limits. In Chapter I, techniques and materials were listed that can help students in discovering their career potentialities. It is so easy for young people to develop negative self concepts. A negative self concept quite naturally inhibits career exploration and development. Educators must concentrate on assisting students to develop positive self concepts. Almost everyone, including handicapped individuals, have many, many job opportunities available to them. Severely handicapped persons may be the only exception, and today even some of the more severely handicapped are being employed. A very important component of a career guidance program is a guidance service that assists students in the process of self-understanding.

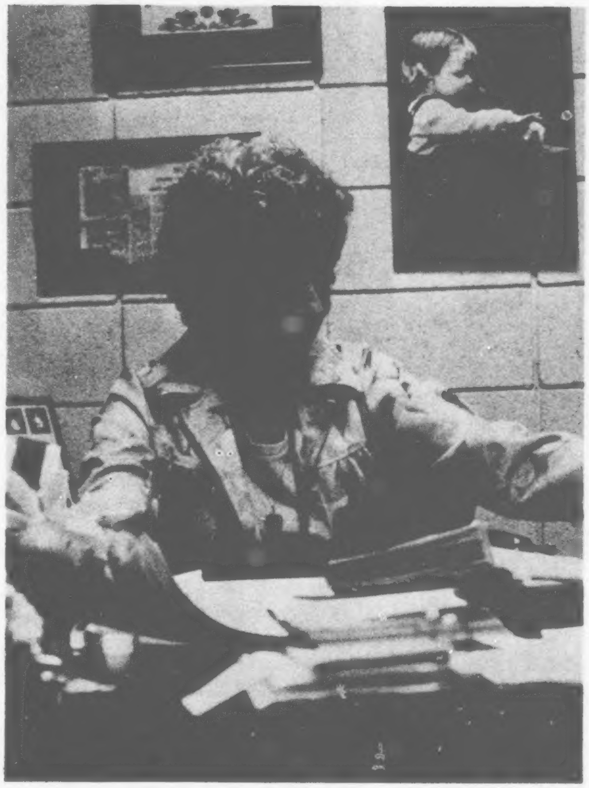
Decision making. Helping students develop decision making skills is critical to the effectiveness of any career guidance program. The teaching of these skills was the purpose of Chapter II. Decision making skills include collecting and understanding information, formulating plans, implementing plans and evaluating outcomes. Development of decision making skills will reduce the possibility of unwise or poor choices by students.

Environmental awareness. In career guidance programs, environmental awareness includes helping students acquire information about available jobs, skill requirements for these jobs, occupational trends, training opportunities, financial aid, experiential opportunities, working conditions, employer expectations and the relationships between education and work. These topics are included in a number of different chapters in this handbook. Accurate occupational information helps a student to match job information with his/her interests and capabilities.

Job enhancement skills. Once a student has gained self understanding about his/her career potentialities, has learned how to make career decisions, and has narrowed the list of job possibilities to a reasonable number, then the next step is to learn how to locate a job and get hired. In the West Virginia career guidance model, job enhancement skills include job seeking and retention skills, getting along with others, communication techniques, interviewing, completion of job applications, resume development, respect for authority, responsibility, pride in work, and punctuality. The West Virginia program concentrates just on interpersonal skills in describing job enhancement skills because the teaching of these is a guidance responsibility; however, it is suggested that saleable job skills be added to this category of job enhancement skills. "Hints on Getting Hired" and "What to Expect After Initial Employment" were the topics for Chapters IV and V. High school students, however, must also know that they enhance their chances of employment every time that they acquire a new set of job skills. Many of these skills are acquired in academic subjects such as English, mathematics, history, government, science and foreign languages. Saleable job skills also can be acquired in elective courses such as art, music, and photography. Vocational education courses provide a great variety of job skills. Hobbies can provide opportunities for individuals to develop skills that later might be useful in job settings. The job enhancement component of a career guidance program should help and encourage students to acquire both interpersonal skills and job skills so they are prepared for the world of work.

Planning a Career Guidance Program

In planning and developing a career guidance program, probably no school or school district is going to start at point zero. The only exception would be a school that has just opened its doors. Every school has a career guidance program, even if the services are very limited and disorganized. In small schools that do not have counselors, some teachers and administrators will be doing career guidance. Because schools and communities vary so much in size, resources, and student and staff capabilities, this section on planning a career guidance program will be very general in terms of suggestions; however, reference will be made to several career guidance planning models that have been developed by guidance specialists.



The first step in planning a career guidance program is to ask administrators to appoint a career guidance committee, including a chairman. In a large school, the committee should consist of counselors, teachers, and administrators; in a small school that does not have a counselor, the committee should consist of six to eight teachers and one or two administrators. The guidance committee should consist of 8-10 members who usually show high interest in new programs and materials and who probably would be very willing to promote a career guidance program.

Once the career guidance committee has been appointed, the next step should be the selection of a career guidance planning model. This model could be a replication of an existing planning model, or it could be a new one built on the experiences of previous career guidance program development activities. Planning models for career guidance have been developed in several places across the nation. One of the most comprehensive models has already been mentioned in this chapter. *Rural America* (The Center for Vocational Education, 1978) was developed cooperatively by the Center for Vocational Education at Ohio State University, the Vocational

Center at the University of Wisconsin — Madison and Northern Michigan University. Another planning model that also has been identified in this chapter is *The Comprehensive Community Career and Vocational Guidance and Counseling Model* (The West Virginia Department of Education, 1979). The West Virginia planning materials can be adapted to different size school districts with different levels of financial and personnel resources. The *Career Planning Support System* (The Center for Vocational Education, 1979) is a career guidance system developed at Ohio State with a grant from the National Institute of Education. The program was field tested in over 40 high schools across the country.

Once a planning model has been selected, the career guidance committee should develop strategies for obtaining opinions about career guidance needs from students, teachers, administrators and parents. This needs assessment, including instruments and data collection procedures, should be based on the planning model selected. The career guidance models mentioned in the previous paragraph include needs assessment instruments. Examples of needs assessment instruments for students, parents and teachers can be found on pages 88 and 89.

Most models use the committee form of organization and rely on a chairperson for direction. What should evolve from model use is a career guidance plan that includes a scope and sequence of career guidance activities for the school district.

As the members of the guidance committee develop the career guidance plan for the school district, and as a scope and sequence of guidance activities evolves, members of the committee should be identifying career guidance activities and materials that can be used to implement the plan. If the school is large enough to have counselors, then the counselors can serve as resource persons for the identification of materials. Consultants from universities and education agencies are usually very willing to give assistance. Counselors and teachers can experiment with the use of various guidance materials to determine their effectiveness in the local setting.

Ideally, the efforts of the guidance committee should result in a written career guidance plan that includes goals and objectives and a listing of activities and materials that can be used by counselors and teachers to implement the program. This guidance plan should be presented to administrators and teachers for their review and suggestions. The process of reviewing and approving the guidance program will vary among schools and districts. Once the program has been approved, then the next steps are the ordering of materials and the initiation of inservice training.

An important component of any career guidance program should be an evaluation. Evaluation activities should evolve from the planning model used to develop the program. Needs assessment activities can result in behavioral objectives for the guidance program, and these objectives can include criteria to be used in determining if the objectives have been accomplished. Evaluation results should be used to revise and improve the program.

Planning a Career Guidance Program in a Small School

There is no doubt that a need still exists for the improvement of guidance services in secondary schools. This need is particularly evident in small schools and schools that serve rural youth. There are over 200 school districts in Texas alone that do not have counselors because of size. A few of these districts have part-time counselors, but most of the schools do not have guidance personnel. Naturally, most small school districts serve rural youth. Some rural areas have consolidated to form larger school districts, but even in these larger districts the responsibilities of counseling personnel frequently are so fragmented that career guidance for the majority of students in grades 7-12 is ineffective or nonexistent.

One of the most severe problems of rural America today is the general underdevelopment of human resources. In an article addressing the occupational knowledge of rural youth, Nancy Rich (1979) said that these youth tend to be disadvantaged in their occupational decision making, because the environment influences one's level of occupational knowledge, and occupations found in rural communities are of limited number and variety.

In planning and implementing a career guidance program, the *Rural America* program (The Center for Vocational Education, 1978) is ideal for small schools. This program was developed and field tested in small schools. The program materials are distributed by the Vocational Center at Ohio State University at a very small cost to school districts.

In 1976, four consultants and teachers in five small high schools in central Texas worked together on a project designed to improve career guidance services. All of the schools were located in rural areas and did not have counselors. One result of this project was a list of career guidance activities that teachers identified as ones which they could perform and are listed as follows —

Assessment & Interpretation

- Assist pupils in reviewing and interpreting their own school records.
- use information available through school records and other school services to learn more about pupils in your classes.
- Use pupil follow-up data for reviewing and reorganizing the courses that you teach.
- Help administer standardized tests given in your school.
- Interpret results of standardized tests given in your school to students.

Educational & Occupational Information

- Provide units on occupations and careers within your classes.
- Modify instructional materials and techniques to meet the needs of students.
- Individually and in small groups talk with students about their educational and career plans.

- Talk with students about careers in your area of specialization.
- Give students information about college and/or vocational/technical schools in your area of specialization.
- Encourage students who show interest in your area of specialization to study related career materials.
- Stress worker attitudes and responsibilities.
- Provide career guidance learning opportunities for gifted and talented students.
- Provide career guidance learning opportunities for handicapped students (physically and mentally handicapped).
- Relate subject matter to career opportunities in your subject area.
- Use community resource people to share their career experiences and how these experiences relate to school progress and training.

Counseling, Consultation & Referral

- Confer with other school staff about pupils who need special attention.
- Refer a student for educational and career guidance to another teacher or administrator within the school.
- Refer a student for educational and career guidance to individuals in the community.
- Individually and in groups talk with parents about the educational and career plans of their youngsters.
- Talk with parents about their child who may need help, encouragement, and understanding.
- Lead groups of students in planned activities to help them examine attitudes and values, develop decision making skills, and improve interpersonal skills.
- Assist students with educational, vocational/technical, and occupational placement.

(Borman and Colson in Rolf, 1977).

Most of the suggestions given in the previous section for planning a career guidance program are applicable to small schools. Since small schools usually do not have counselors, teachers must assume most of the responsibilities for a guidance program. Principals and vocational directors can assume some guidance responsibilities. Consultants from universities and education agencies frequently will be available to assist small schools in getting guidance programs started. Small school districts usually have less money to purchase guidance materials and should borrow materials that are available through the education service center in the region.

Because rural environments are limited in the number of different occupations that students can observe, small schools serving rural students should depend more on the use of printed materials about occupations, the use of field trips to businesses in large cities, and the use of career guidance audio visual materials. Another excellent resource for small schools is a computer-based guidance system such as the Guidance Information System (Time Share, 1978). This system is available to schools for an annual fee that includes the use of a computer terminal and student workbooks that prepare students for using the various computer programs. Some education service centers have subscribed to this service and provide it at reduced rates.

Students in small schools need career guidance services at least as badly as students in large schools, and in many cases students in small schools are more in need of guidance services. A school district cannot afford to ignore guidance services simply because it cannot employ counselors. Career development is vital to the total development of the individual.

Since the beginning of the career education movement in the early 1970's, there has been considerable confusion about the similarities and differences between career guidance and career education. In writing this handbook, the authors have viewed career guidance as a necessary and important component of a broader career education program. The guidance program should be geared to assist students in career planning and decision making, while the career education program is geared to the broader goal of facilitating the life-long process of career development. The career guidance scope and sequence developed by the guidance committee should relate to the career education plan for the school or school district, if one exists.

In 1973 the Texas Education Agency published a report entitled *Basic Learner Outcomes for Career Education*. These learner outcomes were the result of a statewide survey of students, parents, educators, and representatives from business and industry. The outcomes were intended to describe a 17-year-old individual who had been adequately prepared in terms of career education. A total of 177 outcomes divided into nine broad categories evolved from this survey. The nine categories are described in Table 4. These nine categories of learner outcomes should be helpful to a guidance committee in the development of goals and objectives for a career guidance program.

TABLE 4

Career Education Learner Outcomes*

Category	Learner Outcomes
1. Career planning and decision making	Goal setting; understanding the importance of a planning process; assistance in decision making; career choices
2. Career and occupational information	Identification of sources of occupational information; obtaining information about careers
3. Job acquisition and retention	Skills that one should have to locate and interview for a specific job; skills and understandings that one should have to remain employed
4. Attitudes and appreciation for career success	Attitudes toward work; feelings about task accomplishment
5. Skills in human relationships for careers	Interpersonal relationships; group dynamics; attitudes toward the possession of human relationship skills
6. Self-investigation and evaluation for career success	Examination of self in relation to careers; assessment of self concept; appraisal of interests and capabilities
7. Personal/Work/Societal Responsibilities	Citizenship; relationship with and responsibilities to fellow human beings, job, etc.
8. Economic factors influencing career opportunity	Understanding how various economic conditions affect a person; how a person interacts in the economy
9. Education/career opportunity relationships	Understanding the relationships of education (formal or informal) to career opportunities; understanding the relationship of education or training to specific job requirements; the student's attitude toward education or learning and career opportunitites.

*The information for this table was taken from *Basic Learner Outcomes for Career Education*, Texas Education Agency, 1973.

CAREER GUIDANCE NEEDS OF STUDENTS
(Student Questionnaire)

DIRECTIONS: Listed below are career planning activities and knowledge that high school students should have as they plan and prepare for future careers. Read each item carefully and rate the importance of each career guidance activity with "1" indicating "very unimportant" to "5" indicating "very important."

	Very Unimportant				**Very Important**
1. Understand my abilities, interests, and values.	1	2	3	4	5
2. Find courses useful to my future.	1	2	3	4	5
3. Learn how to make decisions.	1	2	3	4	5
4. Know more about my strengths and weaknesses.	1	2	3	4	5
5. Know how to prepare for careers in which I am interested.	1	2	3	4	5
6. Become aware of educational alternatives after high school.	1	2	3	4	5
7. Know how the things that are important to me affect my career choice.	1	2	3	4	5
8. Know more about possible careers and the world of work.	1	2	3	4	5
9. Talk with people employed in my high interest areas.	1	2	3	4	5
10. Get some on-the-job experience in my high interest area.	1	2	3	4	5
11. Have some work experience to know what it is like to work.	1	2	3	4	5
12. Know how people I respect influence my career choice.	1	2	3	4	5
13. Know how much education and training will be needed for occupations that interest me.	1	2	3	4	5
14. Know where to start looking for a job.	1	2	3	4	5
15. Know how to apply and interview for jobs.	1	2	3	4	5
16. Develop plans which will help in reaching my educational and occupational goals.	1	2	3	4	5
17. Have more occupational information in order to make better plans.	1	2	3	4	5
18. Know how my personal appearance affects my getting and keeping a job.	1	2	3	4	5
19. Know qualifications considered most important by employers.	1	2	3	4	5
20. Have more knowledge of the training requirements needed for different occupations.	1	2	3	4	5
21. Understand the advantages and disadvantages of different occupations.	1	2	3	4	5
22. Relate my personal talents to various occupations.	1	2	3	4	5
23. Know what habits and attitudes employers desire workers to have.	1	2	3	4	5
24. Become aware of vocational education and training offered in my high interest areas.	1	2	3	4	5
25. Know how values influence my career choice.	1	2	3	4	5
26. Have my parents involved in my career plans.	1	2	3	4	5
27. Know how to use employment agencies.	1	2	3	4	5
28. Understand the changing roles and expectations of men and women.	1	2	3	4	5
29. Have a better understanding of my standardized test scores	1	2	3	4	5

(This questionnaire is an adaptation of a needs assessment report included in *The Comprehensive Community Career and Vocational Guidance and Counseling Model*, the West Virginia Department of Education, 1979.)

CAREER GUIDANCE NEEDS OF STUDENTS
(Parent and Teacher Questionnaire)

DIRECTIONS: Listed below are career planning activities and knowledge that high school students should have as they plan and prepare for future careers. Read each item carefully and rate the importance of each career guidance activity with "1" indicating "very unimportant" to "5" indicating "very important."

	Very Unimportant				Very Important
1. Learn how to make decisions.	1	2	3	4	5
2. Understand the advantages and disadvantages of different occupations.	1	2	3	4	5
3. Understand their abilities, interests, and values.	1	2	3	4	5
4. Have information concerning job placement and school selection.	1	2	3	4	5
5. Understand the changing roles and expectations of men and women.	1	2	3	4	5
6. Better understand their standardized test scores.	1	2	3	4	5
7. Know what habits and attitudes employers desire workers to have.	1	2	3	4	5
8. Know how personal characteristics relate to job requirements.	1	2	3	4	5
9. Find courses useful to their future.	1	2	3	4	5
10. Know how much education and training will be needed for the occupations they plan to enter.	1	2	3	4	5
11. Know how to find and use various resources which will help them when looking for a job.	1	2	3	4	5
12. Know how values influence their career choice.	1	2	3	4	5
13. Know how to use employment agencies.	1	2	3	4	5
14. Have their parents involved in their career planning.	1	2	3	4	5
15. Know how to respond and act in a job interview.	1	2	3	4	5
16. Relate their personal talents to various occupations.	1	2	3	4	5
17. Know how to prepare for careers in which they are interested.	1	2	3	4	5
18. Know how to apply for jobs.	1	2	3	4	5
19. Know how their personal appearance affects their getting and keeping a job.	1	2	3	4	5
20. Become aware of vocational education and training offered in their high interest areas.	1	2	3	4	5
21. Know what jobs are available.	1	2	3	4	5
22. Have more knowledge of the training requirements needed for different occupations.	1	2	3	4	5
23. Know about the general daily activities that are performed in various occupations.	1	2	3	4	5
24. Talk to vocational teachers about career opportunities.	1	2	3	4	5
25. Know how adults influence their career choices.	1	2	3	4	5
26. Get some on-the-job experience in their high interest areas.	1	2	3	4	5
27. Have some job experience to know what it is like to be employed.	1	2	3	4	5
28. Develop an appreciation of how everyone's work is important to them and the community.	1	2	3	4	5
29. Become aware of the personal and economic importance of work.	1	2	3	4	5
30. Develop plans which will help in reaching their educational and occupational goals.	1	2	3	4	5
31. Have knowledge of where to find the requirements of jobs that are available to them.	1	2	3	4	5
32. Have more occupational information in order to make better plans.	1	2	3	4	5
33. Become more aware of educational alternatives after high school.	1	2	3	4	5
34. Talk to counselors and teachers about their career plans.	1	2	3	4	5
35. Have more knowledge concerning job application forms and procedures.	1	2	3	4	5
36. Know qualifications considered most important by employers.	1	2	3	4	5

(This questionnaire is an adaptation of a needs assessment report included in *The Comprehensive Community Career and Vocational Guidance and Counseling Model*, the West Virginia Department of Education, 1979.)

References

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The Center for Vocational Education (The Ohio State University). *Rural America.* Columbus, Ohio, 1978.

Gallup, G. H. The eleventh annual Gallup poll of the public's attitudes toward the public schools. *Phi Delta Kappan,* 1979, *61,* 33-45.

Rich, N. S. Occupational knowledge: To what extent is rural youth handicapped? *The Vocational Guidance Quarterly,* 1979, *27,* 320-325.

Rolf, K. W. Project Report (Education Service Center Region XII). *An investigation of career guidance techniques serving many students effectively.* Waco, Texas, 1977.

Texas Education Agency. *Basic learner outcomes for career education.* Austin, Texas, 1973.

Time Share (A Houghton Mifflin Company). *Guidance information system.* Hanover, New Hampshire, 1978.

The West Virginia Department of Education. *The comprehensive community career and vocational guidance and counseling model.* Charleston, West Virginia, 1979.

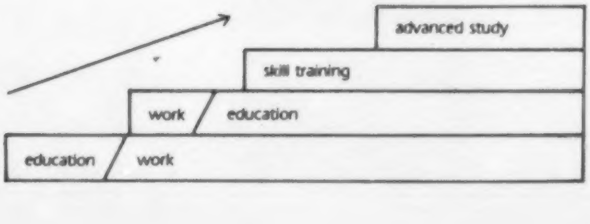
CHAPTER XII

Sources of Free and Inexpensive Career Information Materials

There are old theories and prejudices to overcome. The strongest of these is that you *must* go to college to be a success in this world — that the only way to financial and personal reward is to be a college graduate. This is not true today — if it ever was. To perpetuate this theory does a great disservice to the high school graduate whose choice would be limited to four years of academic work regardless of his/her desires or interests. There are, in fact, unlimited careers to choose from that can be realized with or without a college degree. Indeed, there is ample evidence that a college diploma today is not the best way to assure the kind of career to which a youth may aspire. Some 80 percent of the jobs that will become available in the next decade will require training and education, but less than a four-year degree.

Skilled trades, technicians, service trades — industries need a new influx of workers. Craft persons, automobile mechanics, communications technicians, and business machine service persons must be highly trained, skilled persons in their fields. Jobs are open to those who have the skills to match. New technology in existing industries is building a demand for higher skills. This is where the future job action is going to be. In the market place of the future, the men and women with saleable job skills will have better job prospects with greater chances of working in fields that interest them.

The world of work and education are changing. They are drawing together as our technology grows and creates new careers. No longer is one delayed from starting a successful career by a four-year college education. Also, the occupation which one chooses no longer needs to be the final one. In a lifetime career, a skill is a base on which to build to meet the new skills that technology demands. The high school student in the working world might use the following steps (Ruttenberg, 1971). A career can be selected and the skills for that career can be developed at the same time one pursues an education.



The high school counselor should assist students in identifying a career field and a preferred lifestyle. A variety of associations and organizations is ready to help in the process. The following groups will provide the counselor with free or inexpensive materials that can be used to acquaint high school students with information about career fields and the opportunities that await them in the working world.

Sources and Resources

When writing queries, be sure to request complimentary materials and a list of inexpensive materials that are available for purchase.

Institutions, Organizations and Businesses

Academy of Aeronautics
Admissions Office
La Guardia Airport
Flushing, NY 11371

Accounting Careers Council,
Nat'l. Distribution Center
P. O. Box 650
Radio City Station
New York, NY 10010

Accrediting Bureau of Medical Laboratory Schools
29089 U. S. 20 West
Oak Manor Office
Elkhart, IN 46514

Acoustical Society of America
335 E. 45 Street
New York, NY 10017

Administrative Management Society
Education Department
Willow Grove, PA 19090

Administrative Research Associates, Inc.
Irvine Town Center
Box 4211
Irvine, CA 92714

Adult Education Association of the U. S. A.
810 - 18 Street, N. W.
Washington, DC 20006

Aerospace Industries Association of America, Inc.
1725 DeSales Street, N. W.
Washington, DC 20036

Agency for Instructional Television, Box A
Bloomington, IN 47401

Air-Conditioning & Refrigeration Institute
1815 N. Fort Myer Drive
Arlington, VA 22209

Airline Dispatchers Association,
AFL-CIO
929 West Broad Street
2nd Floor
Falls Church, VA 22046

Alexander Graham Bell Association for the Deaf, Inc.
1537 35 Street, N. W.
Washington, DC 20007

Alliance of Independent Telephone Unions
Room 302
1422 Chestnut Street
Philadelphia, PA 19102

Allis-Chalmers Manufacturing Company
1126 South 70 Street
Milwaukee, WI 53201

Aluminum Association
420 Lexington Avenue
New York, NY 10017

Aluminum Company of America
1501 Alcoa Bldg.
Pittsburg, PA 15219

Amalgamated Clothing Workers of America
15 Union Square
New York, NY 10003

Amalgamated Meat Cutters & Butcher Workmen of North America
Education Department
2800 N. Sheridan Road
Chicago, IL 60657

Amalgamated Transit Union
5025 Wisconsin Avenue N. W.
Washington, DC 20016

American Academy of Physicians' Assistants
2341 Jefferson Davis Hwy.
Suite 700
Arlington, VA 22202

American Apparel Manufacturers Association, Inc.
200 K Street, N. W.
Washington, DC 20006

American Arbitration Association
Publications Department
140 W. 51 Street
New York, NY 10020

American Association of Community & Junior Colleges
Publications
621 Duke Street
Alexandria, VA 22314

American Association of Medical Assistants, Inc.
One E. Wacher Drive
Chicago, IL 60601

American Association of Medical Record Librarians
211 East Chicago Avenue
Chicago, IL 60611

American Association of Nurse Anesthetists
111 E. Wacher Drive, Suite 929
Chicago, IL 60601

American Association of Occupational Health Nurses, Inc.
79 Madison Avenue
New York, NY 10016

American Bakers Association
Suite 850
2020 K Street, N. W.
Washington, DC 20006

American Bankers Association
Bank Personnel Division
1120 Connecticut Avenue
Washington, DC 20036

American Board of Funeral Service Education
201 Columbia Street
P. O. Box 2098
Fairmont, WV 26554

American Boiler Manufacturers Association
1500 Wilson Blvd.
Arlington, VA 22209

American Business Press, Inc.
205 East 42 Street
New York, NY 10017

American Camping Association
Publications Service
Bradford Woods
Martinsville, IN 46151

American Carpet Institute
Empire State Building
New York, NY 10001

American Cemetary Association
250 E. Broad Street
Columbus, OH 43215

American Ceramic Society, Inc.
65 Ceramic Drive
Columbus, OH 43214

American College of Hospital Administrators
Attn: Department of Publications
and Public Information
840 N. Lake Shore Drive
Chicago, IL 60611

American College of Nurse-Midwives
1000 Vermont Avenue, N. W.
No. 500
Washington, DC 20005

American Council of Life Insurance
Education Services
277 Park Avenue
New York, NY 10017

American Dental Assistants Association
211 E. Chicago Avenue
Chicago, IL 60611

American Electroplaters Society, Inc.
56 Melmore Gardens
East Orange, NJ 07017

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, IL 60068

American Farrier's Association
Box 695
Albuquerque, NM 87103

American Federation of Labor and Congress of Industrial Organizations
Building and Construction Trades Dept.
815 16th Street, N. W.
Washington, DC 20006

American Federation of Musicians
(AFL-CIO)
641 Lexington Avenue
New York, NY 10022

American Federation of Television and Radio Artists
724 Fifth Avenue
New York, NY 10022

American Feed Manufacturers Association, Inc.
53 West Jackson Blvd.
Chicago, IL 60604

American Fisheries Society
5410 Grosvenor Lane
Bethesda, MD 20014

American Forest Institute
1619 Massachusetts Avenue, N. W.
Washington, DC 20036

American Forestry Association
1319 18th Street, N. W.
Washington, DC 20036

American Foundrymen's Society, Cast Metals Institute
Golf and Wolf Roads
Des Plaines, IL 60016

American Gas Association, Inc.
1515 Wilson Blvd.
Arlington, VA 22209

American Geophysical Union
1909 K Street, N. W.
Washington, DC 20006

American Guild of Musical Artists
1841 Broadway
New York, NY 10023

American Handwriting Analysis Foundation
P. O. Box 6201
San Jose, CA 95150

American Historical Association
400 A Street S. E.
Washington, DC 20003

American Horse Council
1700 K Street, N. W.
Suite 300
Washington, DC 20006

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611

American Hotel and Motel Association
221 West 57th Street
New York, NY 10019

American Humanics, Inc.
912 Baltimore Avenue
Kansas City, MO 64105

American Institute of Baking
1800 N. Manhattan Avenue
Manhattan, KS 66502

American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, NY 10036

American Institute of Design and Drafting
3119 Price Road
Bartlesville, OK 74003

American Institute of Laundering
Box 940
Joliet, IL 60433

American Institute of Nutrition
Public Information Committee
9650 Rockville Pike
Bethesda, MD 20014

American Institute of Planners
917 15th Street, N. W.
Washington, DC 20005

American Iron and Steel Industry
150 East 42nd Street
New York, NY 10017

American Legion
National Emblem Sales
P. O. Box 1055
Indianapolis, IN 46206

American Management Associations
135 W. 50th Street
New York, NY 10020

American Marketing Association
222 S. Riverside Plaza
Chicago, IL 60606

American Meat Institute
Public Relations Department
P. O. Box 3556
Washington, DC 20007

American Medical Record Association
875 N. Michigan Avenue
Suite 1850
Chicago, IL 60611

American Medical Technologists
710 Higgins Road
Park Ridge, IL 60068

American Mutual Insurance Alliance
Room 2140
20 N. Wacker Drive
Chicago, IL 60606

American Newspaper Guild,
Research Department
1126 16th Street, N. W.
Washington, DC 20036

American Newspaper Publishers Association Foundation
Dulles International Airport
P. O. Box 17307
Washington, DC 20041

American Nurses' Association
Publications Office
2420 Pershing Road
Kansas City, MO 64108

American Occupational Therapy Association
6000 Executive Blvd.
Rockville, MD 20852

American Optometric Association
7000 Chippewa Street
St. Louis, MO 63119

American Paper Institute
260 Madison Avenue
New York, NY 10016

American Personnel and Guidance Association
Publications Sales Department
2 Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

American Pharmaceutical Association
2215 Constitution Avenue, N. W.
Washington, DC 20037

American Photoengravers Association
166 West Van Buren Street
Chicago, IL 60604

American Phytopathological Society
3340 Pilot Knov Road
St. Paul, MN 55121

American Public Health Association
1790 Broadway
New York, NY 10019

American Public Works Association
Education Foundation
1313 E. 60th Street
Chicago, IL 60637

American Registry of Radiologic Technologists
2600 Wayzata Blvd.
Minneapolis, MN 55405

American Rehabilitation Counseling Association
1605 New Hampshire Avenue, N. W.
Washington, DC 20024

American Road Builders Association
Arba Building
525 School Street, S. W.
Washington, DC 20024

American Road & Transportation Builders Association
525 School Street, S. W.
Washington, DC 20024

American Society of Anesthesiologists
515 Busse Highway
Park Ridge, IL 60068

American Society of Appraisers
Dulles International Airport
P. O. Box 17265
Washington, DC 20041

American Society for Bacteriology
1913 Eye Street, N. W.
Washington, DC 20006

American Society of Medical Technologists
Suite 1600
Hermann Professional Building
Houston, TX 77025

American Society for Medical Technology
Suite 220, 555 W. Loop South
Bellaire, TX 77401

American Society for Metals
Career Guidance Department
Metals Park, OH 44073

American Society for Nondestructive Testing
Education Training Department
3200 Riverside Drive
Columbus, OH 43221

American Society of Oceanography
906 C & I Building
Houston, TX 77002

American Society for Personnel Administration
52 East Bridge Street
Bera, OH 44017

American Society of Photogrammetry
105 N. Virginia Avenue
Falls Church, VA 22046

American Society of Planning Officials
1313 E. 60th Street
Chicago, ILL 60637

American Society for Public Administration
1329 18th Street, N. W.
Washington, DC 20036

American Society for Quality Control
161 W. Wisconsin Avenue
Milwaukee, WI 63203

American Society of Range Management
Box 13302
Portland, OR 97213

American Society of Safety Engineers
850 Busse Hwy.
Park Ridge, IL 60068

American Society of Traffic and Transportation, Inc.
547 W. Jackson
Chicago, IL 60606

American Sociey of Travel Agents, Inc.
711 Fifth Avenue
New York, NY 10022

American Soceity of Women Accountants
35 E. Wacker Drive
Suite 1036
Chicago, IL 60601

American Speech and Hearing Association
10801 Rockville Pike
Rockville, MD 20852

American Technical Society
5608 Stony Island Avenue
Chicago, IL 60637

American Telephone and Telegraph Co.
Available through local Bell System
Business Offices

American Textiles Association
1501 Johnston Street
Charlotte, NC 28202

American Textile Manufacturers Institute, Inc.
Education Department
400 S. Tryon Street
Charlotte, NC 28285

American Theatre Association, Inc.
1029 Vermont Avenue, N. W.
Washington, DC 20005

American Translators Association
P. O. Box 129
Croton-on-Hydson, NY 10520

American Trucking Associations, Inc.
Public Relations Department
1616 P Street, N. W.
Washington, DC 20036

American Vocational Association, Inc.
1610 H. Street N. W.
Washington, DC 20005

American Watchmakers Institute
P. O. Box 11011
Cincinnati, OH 45211

American Welding Society
345 East 47th Street
New York, NY 10017

American Woman's Society of Certified Public Accountants
P. O. Box 389
Marysville, OH 43040

ANA-NLN Nursing Careers Program
American Nurses' Association
10 Columbus Circle
New York, NY 10019

Archeological Institute of America
260 W. Broadway
New York, NY 10013

Armstrong Cork Company
Public Relations and
Public Affairs Department
Room 135
Lancaster, PA 17604

Associated Builders and Contractors, Inc.
Education Department
P. O. Box 8733
BWI-Airport
Baltimore, MD 21240

Associated Equip. Distributors
625 W. 22nd Street
Oak Brook, IL 60521

Associated Fur Manufacturers, Inc.
101 West 30th Street
New York, NY 10001

Associated General Contractors of America
Box A, 1957 E. Street, N. W.
Washington, DC 20006

Associated Master Barbers and Beauticians of America
219 Greenwich Road
P. O. Box 17782
Charlotte, NC 28211

Associated Press
50 Rockefeller Plaza
New York, NY 10020

Association of American Railroads
Transportation Building
Washington, DC 20006

Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234

Association for Computing Machinery
211 East 43rd Street
New York, NY 10017

Association of Home Applicance Manufacturers
20 North Wacker Drive
Chicago, IL 60606

Association of Medical Illustrators
6650 Northwest Hwy.
Chicago, IL 60631

Association of Operating Room Nurses
Denver Technological Center
8085 East Prentice Avenue
Englewood, CO 80110

Association of Operating Room Technicians Inc.
1100 W. Littleton Blvd.
Suite 201
Littleton, CO 80120

Association of Physician Assistant Program
2341 Jefferson Davis Hwy.,
Suite 700
Arlington, VA 22306

Association for Supervision and Curriculum Development
Suite 1100
1701 K Street, N. W.
Washington, DC 20006

Automobile Manufacturers Assoc
320 New Center Building
Detroit, MI 48202

Automotive Service Industry Assoc.
168 North Michigan Avenue
Chicago, IL 60601

Bank of America
P. O. Box 37000
San Francisco, CA 94137

Barbers, Beauticians & Allied Industries International Assoc.
7050 W. Washington Street
Indianapolis, IN 46241

Bausch and Lomb, Inc.
635 St. Paul Street
Rochester, NY 14602

Beech Aircraft Corporation
Aviation Education Department
Wichita, KS 67201

Bee Industries Assoc. of America
102 Broadway
Hamilton, IL 62341

B. F. Goodrich Company
500 S. Main Street
Akron, OH 44316

Biophysical Society
Office of the Secretary
National Biomedical Research Foundation
Georgetown University Medical Center
3900 Reservoir Road, N. W.
Washington, DC 20007

B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N. W.
Washington, DC 20036

Board of Certified Laboratory Assistants
445 North Lake Shore Drive
Chicago, IL 60611

Brotherhood of Painters, Decorators and Paperhangers of America
1925 K Street, N. W.
Washington, DC 20240

Bureau of Land Management
U. S. Department of Interior
Washington, DC 20240

Business and Professional Women's Foundation
2012 Massachusetts Avenue, N. W.
Washington, DC 20036

California Human Relations Agency
Department of Human Resources Development
800 Capitol Mall
Sacramento, CA 95814

Casualty Actuarial Society
200 E. 42nd Street
New York, NY 10017

Cessna Aircraft Company Air Age Education Department
P. O. Box 1521
Wichita, KS 67201

Chamber of Commerce of the United States
1615 H Street, N. W.
Washington, DC 20006

Chicago Board of Trade
Literature Services
LaSalle & Jackson
Chicago, IL 60604

Chiropractic Education Commission
Department C. G.
741 Brady Street
Davenport, IA 52808

The Christian Science Monitor
P. O. Box 527
Back Bay Station
Boston, MA 02117

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Cincinnati College of Mortuary Science
3200 Reading Road
Cincinnati, OH 45229

Citizen's Scholarship Foundation of America, Inc.
One South Street
P. O. Box 636
Concord, NH 03301

Clark Equipment Company
Customer Services Engineering Dept.
Industrial Truck Division
525 N. 24th Street
Battle Creek, MI 49016

Clothing Manufacturers Association of U. S. A.
135 West 50th Street
New York, NY 10001

Club Managers Association of America
7615 Winterberry Pl.
P. O. Box 34482
Washington, DC 20034

College of Advanced Traffic
22 W. Madison Street
Chicago, IL 60602

The College of Insurance
Work-Study Admissions
123 William Street
New York, NY 10038

College Music Society, Inc.
Department of Music
State University of New York
Binghamton, NY 13901

Commission on Voluntary Service and Action
Room 1700 A
475 Riverside Drive
New York, NY 10027

Communications Workers of America
1925 K Street, N. W.
Washington, DC 20036

Congoleum-Nairn, Inc.
195 Belgrove Drive
Kearny, NY 07032

Consumer Information
Pueblo, CO 81009

Continuing Education Publications
P. O. Box 1491
Portland, OR 97207

Contracting Plasterers' and Laborers' International Association
304 Landmark Building
1343 H Street, N. W.
Washington, DC 20005

Cooperative Education Assoc.
Drexel University
32nd and Chestnut Streets
Philadelphia, PA 19104

Cosmetology Accrediting Commission
Suite 440
1707 L Street, N. W.
Washington, DC 20036

Council for Basic Education
72 15th Street, N. W.
Washington, DC 20005

Council of Communication Societies
P. O. Box 1074
Silver Spring, MD 20919

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Council on Hotel, Restaurant, and Institutional Education
11 Koger Executive Center
Suite 219
Norfolk, VA 23502

Council on International Educational Exchange
777 United Nations Plaza
New York, NY 10017

Council on Opportunities in Selling, Inc.
630 Third Avenue
New York, NY 10017

Culinary Institute of America
Albany Post Road
Hyde Park, NY 12538

Data Processing Management Assoc.
524 Busse Highway
Park Ridge, IL 60068

Delta Nu Alpha Transportation Fraternity, Inc.
15017 Detroit Avenue
Cleveland, OH 44107

Department of Education, National Association of Real Estate Boards
155 East Superior Street
Chicago, IL 60611

Direct Selling Association
Department RD
1730 M Street, N. W.
Suite 610
Washington, DC 20036

Distributive Education Clubs of America
1908 Association Drive
Reston, VA 22091

Division of Health Careers
American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611

Dow Jones & Company, Inc.
Educational Service Bureau
P. O. Box 300
Princeton, NJ 08540

Eastern Air Lines, Inc.
International Airport
Miami, FL 33148

Eastern School for Physicians' Aides
85 Fifth Avenue
New York, NY 10003

Eastman Kodak Company
Corporate Information Dept.
Administrative General Offices
343 State Street
Rochester, NY 14650

Edmund Scientific Company
555 Edscorp Bldg.
Barrington, NH 08007

Educational Council on The Graphic Arts Industry, Inc.
4615 Forges Avenue
Pittsburg, PA 15213

Educational Director, National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

Educational Directories, Inc.
Department C
Box 199
Mount Prospect, IL 60056

Educational Exchange of Greater Boston
17 Dunster Street
Cambridge, MA 02138

Educational Resources Information Center (ERIC)
Processing and Reference Facility
4833 Rugby Avenue
Suite 303
Bethesda, MD 20014

Educational Resources Information Center, Clearinghouse on Career Education
Center for Vocational Education
The Ohio State Universty
1960 Kenny Road
Columbus, OH 43210

Educational Council of the Graphic Arts Industry
Graphic Arts Technical Center
4615 Forbes Avenue
Pittsburgh, PA 15213

E. I. Dupont De Nemours & Co., Inc.
Advertising Department
Motion Pictures
Wilmington, DE 19898

Electronic Industries Association
Consumer Electronics Group
2001 Eye Street, N. W.
Washington, DC 20006

Employment Information Services
P. O. Box 3265
Chico, CA 94926

Encyclopedia Britannica
Educational Corporation
425 N. Michigan Avenue
Chicago, IL 60611

Entomological Society of America
Executive Director
4603 Calvert Road
College Park, MD 20740

Environment Management Assoc.
1701 Drew Street
Clearwater, FL 33515

Equitable Life Assurance Society of the United States
1285 Avenue of the Americas
New York, NY 10019

Farm Credit Administration
Washington, DC 20578

Farm Equipment Institute
850 Wrigley Building North
410 North Michigan Avenue
Chicago, IL 60611

Farm Equipment Manufacturers Association
230 S. Bemiston Avenue
St. Louis MO 63105

Farmers Home Administration
U. S. Department of Agriculture
Washington, DC 20250

Fashion Institute of Technology
227 West 27th Street
New York, NY 10001

Federal Bureau of Investigation
U. S. Department of Justice
Washington, DC 20535

The Feminist Press
Box 334
Old Westbury, NY 11568

Fibre Box Association
224 South Madison Avenue
Chicago, IL 60604

Financial Executives Institute
80 West 44th Street
New York, NY 10036

Flight Engineers' International Association
100 Indiana Avenue, N. W.
Washington, DC 20001

Ford Foundation
888 Seventh Avenue
New York, NY 10019

Ford Motor Company
The American Road
Dearborn, MI 48121

Forging Industry Association
55 Public Square
Cleveland, OH 44113

Future Farmers of America
U. S. Office of Education
Washington, DC 20202

Future Homemakers of America
2010 Massachusetts Avenue, N. W.
Washington, DC 20036

Gemological Institute of America
1660 Stewart Street
P. O. Box 2110
Santa Monica, CA 90404

General Aviation Manufacturers Association
Suite 1215
1025 Connecticut Avenue, N. W.
Washington, DC 20036

General Electric Company
Educational Communications
W1D2
Fairfield, CT 06431

General Motors Corporation
Public Relations Staff
Room 1-101
General Motors Bldg.
Detroit, MI 48202

General Motors Institute
Admissions Office
1700 W. Third Avenue
Flint, MI 48502

Germain School of Photography
225 Broadway
New York, NY 10007

Girls Club of America
133 E. 62nd Street
New York, NY 10021

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, PA 15213

Gravure Technical Institute
60 East 42nd Street
New York, NY 10020

Gray and Ductile Iron Founders' Society, Inc.
National City
East 6th Building
Cleveland, OH 44114

Guidance Information Center
Cory Hill
Santons River, VT 05154

Guild of Professional Translators
5914 Pulaski Avenue
Philadelphia, PA 19144

Health Career Service
Box 672
12 Nassau Street
Princeton, NJ 08540

Hobart School of Welding Technology
Troy, OH 45373

Hospital Financial Management Association
Careers
666 N. Lake Shore Drive
Chicago, IL 60611

Hotel Sales Management Association (International)
362 Fifth Avenue
Suite 1100
New York, NY 10001

Household Finance Corporation
Money Management Institute
Department C. I.
Prudential Plaza
Chicago, IL 60601

Humane Society of the United States, Careers
2100 L Street, N. W.
Washington, DC 20037

Humanities Consultative Service
Division of Fine Arts
Northeast Missouri State Univ.
Kirksville, MO 63501

Independent Garage Owners of America, Inc.
624 South Michigan Avenue
Chicago, IL 60605

Indiana Employment Security Division, Research and Stat. Section
10 N. Senate Avenue
Indianapolis, IN 46204

Industrial Designers Society of America
60 West 55th Street
New York, NY 10019

Institute for the Certification of Engineering Technicians
2029 K Street, N. W.
Washington, DC 20006

Institute of Food Technologists
221 N. LaSalle Street
Chicago, IL 60601

Institute of Industrial Launderers
1730 M Street, N. W.
Suite 613
Washington, DC 20036

Institute of Internal Auditors, Inc.
249 Maitland Avenue
Altamonte Springs, FL 32701

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Institute of Scrap Iron and Steel, Inc.
1729 H Street, N. W.
Washington, DC 20006

Instrument Society of America
Education Department
400 Stanwix Street
Pittsburgh, PA 15222

Insulation Distributor-Contractors National Association, Inc.
1425 Chestnut Street
Philadelphia, PA 19102

Insurance Information Institute
Educational Relations Division
110 William Street
New York, NY 10038

Interagency Board of U. S. Civil Service
Examiners for Washington, DC
1900 E Street, N. W.
Washington, DC 20415

Interagency Committee on Church Vocations
222 South Downey Avenue
Indianapolis, IN 46207

Interagency Committee on Oceanography
Building 159E
Washington Navy Yard
Washington, DC 20390

International Air Line Pilots Association
55th Street and Cicero Avenue
Chicago, Il 60638

International Association of Chiefs of Police
Center for Law Enforcement Research
11 Firstfield Road
Faithersburg, MD 20760

International Association of Electrotypers and Sterotypers, Inc.
758 Leader Building
Cleveland, OH 44114

International Association of Fire Chiefs
232 Madison Avenue
New York, NY 10016

International Association of Firefighters
905 16th Street, N. W.
Washington, DC 20006

International Association of Heat and Front Insulators and Asbestos Workers
1300 Connecticut Avenue, N. W.
Washington, DC 20036

International Association of Machinists & Aerospace Workers
1300 Connecticut Avenue, N. W.
Washington, DC 20036

International Association of Personnel Women
2017 Walnut Street
Philadelphia, PA 19103

International Association of Milk, Food, and Environmental Sanitarians
Blue Ridge Road
P. O. Box 437
Shelbyville, IN 46176

International Association of Women Police
100 North LaSalle Street
Chicago, IL 60602

International Brotherhood of Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers, and Helpers
Eighth at State Avenue
Kansas City, KS 66101

International Brotherhood of Bookbinders
1612 K Street, N. W.
Washington, DC 20016

International Brotherhood of Electrical Workers
1200 15th Street, N. W.
Washington, DC 20005

International Brotherhood of Teamsters, Chauffeurs, Warehousemen & Helpers of America
25 Louisiana Avenue, N. W.
Washington, DC 20001

International City Management Association
1140 Connecticut Avenue, N. W.
Washington, DC 20036

International Conference of Police Associations
1239 Pennsylvania Avenue, S. E.
Washington, DC 20003

International Correspondence Schools (ICS)
Center for Degree Studies
Oak and Pawnee Street
Scranton, PA 18515

International Fabricare Institute
P. O. Box 940
Joliet, IL 60434

International Group Chamber of Commerce of the United States
1615 H Street, N. W.
Washington, DC 20006

International Jewelry Workers' Union
Local No. 1
133 West 44th Street
New York, NY 10036

International Ladies' Garment Workers' Union
1710 Broadway
New York, NY 10019

International Molders' and Allied Workers Union of North America
1225 East McMillan Street
Cincinnati, OH 45206

International Printing Pressmen and Assistants' Union of North America
Pressman's Home, TN 37850

International Stereotypers' and Electrotypers' Union of North America
10 South La Salle Street
Chicago, IL 60603

International Typographic Composition Association, Inc.
2233 Wisconsin Avenue, N. W.
Washington, DC 20007

International Typographic Union
P. O. Box 157
Colorado Springs, CO 80901

International Union of Electrical, Radio and Machine Workers
1126 16th Street, N. W.
Washington, DC 20036

International Union of Electrical Workers
1200 15th Street, N. W.
Washington, DC 20005

International Union of Operating Engineers
1125 17th Street, N. W.
Washington, DC 20036

International Union of United Automobile, Aerospace and
Agricultural Implement Workers of America
8000 East Jefferson Avenue
Detroit, MI 48214

Investment Bankers Association of America
425 13th Street, N. W.
Washington, DC 20004

The Jewelry Institute
340 Howard Bldg.
155 Westminister Street
Providence, RI 02903

Journeymen Barbers, Hairdressers, Cosmotologists, and Proprietors'
International Union of America
1141 North Delaware Street
Indianapolis, IN 46207

Junior Engineering Tech. Society
345 E 47th Street
New York, NY 10017

Laborers' International Union of North America
904 16th Street, N. W.
Washington, DC 20006

Libbey-Owens-Ford Company
811 Madison Avenue
Toledo, OH 43695

Life Insurance Agency Management Association
170 Sigourney Street
Hartford, CT 06105

Lincoln Electric Company
22801 St. Clair Avenue
Cleveland, OH 44117

Lithographers and Photoengravers International Union
233 West 49th Street
New York, NY 10019

Malleable Founders' Society
781 Union Commerce Building
Cleveland, OH 44114

Manufacturing Chemists Association, Inc.
Manager of Education
1825 Connecticut Avenue, N. W.
Washington, DC 20009

Manufacturing Jewelers and Silversmiths of America, Inc.
Sheraton-Biltmore Hotel
Room S-75
Providence, RI 02902

Master Photo Dealers' and Finishers' Association
603 Lansing Avenue
Jackson, MI 49202

Mathematical Association of America
SUNY at Buffalo
Buffalo, NY 14214

Metallurgical Society of AIME
345 E 47th Street
New York, NY 10017

Metropolitan Life Insurance Co.
One Madison Avenue
New York, NY 10010

Missouri Advisory Council on Vocational Education
630 W. Main
Jefferson City, MO 65101

Motor Vehicle Manufacturers Association of the United States
Educational Programs
300 New Center Bldg.
Detroit, MI 48202

National Aeronautics and Space Administration
Washington, DC 20546

National Alliance of Television & Electronic Service Associations
5908 S. Troy Street
Chicago, IL 60629

National Appliance and Radio-TV Dealers Association
364 Merchandise Mart
Chicago, IL 60654

National Association of Bank Women, Inc.
111 E. Wacker Drive
Chicago, IL 60601

National Association of Barber Schools, Inc.
1650 N. Missouri Avenue
Largo, FL 33540

National Association of Broadcasters
Public Relations Department
1771 N Street, N. W.
Washington, DC 20036

National Association of Cosmetology Schools, Inc.
599 S. Livingston Avenue
Livingston, NJ 07039

National Association for Creative Children and Adults
8080 Springvalley Drive
Cincinnati, OH 45236

National Association of Dental Laboratories
3801 Mount Vernon Avenue
Alexandria, VA 22305

National Association of Home Builders
15th & M Streets, N. W.
Washington, DC 20005

National Association of Insurance Agents, Inc.
270 Bryn Mawr Avenue
Bryn Mawr, PA 19010

National Association of Legal Assistants, Inc.
3005 Skelly Drive
Suite 120
Tulsa, OK 74105

National Association of Legal Secretaries
3005 E. Skelly, Suite 120
Tulsa, OK 74105

The National Association of Life Underwirters
Public Relations Dept.
1922 F Street, N. W.
Washington, DC 20006

National Association of Metal Finishers
248 Lorraine Avenue
Upper Montclair, NJ 07043

National Association of Photo-Lithographers
230 West 41st Street
New York, NY 10036

National Association for Practical Nurse Education and Service, Inc.
122 E. 42nd Street
New York, NY 10017

National Association of Plumbing-Heating-Cooling Contractors
1016 20th Street, N. W.
Washington, DC 20036

National Association of Public Insurance Adjusters
1613 Munsey Bldg.
Baltimore, MD 21202

National Association of Purchasing Agents
11 Park Place
New York, NY 10007

National Association of Realtors
430 N. Michigan Avenue
Chicago, IL 60611

National Association of Retail Druggists
1750 K Street, N. W.
Washington, DC 20006

National Association of Retail Grocers of the United States
360 N. Michigan Avenue
Chicago, IL 60601

National Association of Sanitarians
1550 Lincoln Street
Denver, CO 80203

National Association of Schools of Art
11250 Roger Bacon Drive
No. 5
Reston, VA 22090

National Association of Schools of Music
11250 Roger Bacon Drive
Reston, VA 22090

National Association of Science Writers, Inc.
Box H
Sea Cliff, NY 11579

National Association of Securities Dealers, Inc.
1707 H Street, N. W.
Washington, DC 20006

National Association of Social Workers
Social Work Careers Information Service
1425 H Street, N. W.
Washington, DC 20005

National Association of Trade and Technical Schools
2021 L Street, N. W.
Washington, DC 20036

National Association of Underwater Instructors
P. O. Box 630
Colton, CA 92324

National Association of Wholesalers
1725 K Street, N. W.
Washington, DC 20006

National Athletic Trainers' Association
3315 South Street
Lafayette, IN 47904

National Audovisual Center
General Services Administration
Washington, DC 20409

National Automatic Merchandising Association
7 S. Dearborn Street
Chicago, IL 60603

National Automobile Dealers Association
8400 Westpark Drive
McLean, VA 22101

National Automotive Parts Association
10400 W. Higgins Road
Rosemont, IL 60018

National Barber & Men's Hairstyling Career Center
3839 White Plains Road
Bronx, NY 10467

National Beauty Career Center
3839 White Plains Road
Bronx, NY 10467

National Beta Club
P. O. Box 730
Spartanburg, SC 29304

National Broadcasting Company
30 Rockefeller Plaza
New York, NY 10020

National Camera Technical Training Division
Attn: Dept. QRR
2000 W. Union Avenue
Englewood, CO 80110

National Bureau for Lathing and Plastering
938 K Street, N. W.
Washington, DC 20001

National Career Information Center (APGA)
5203 Leesburg Pike
Falls Church, VA 22041

National Cash Register Company
Main & K Streets
Dayton, OH 45409

National Center for Audio Tapes
University of Colorado
Stadium Bldg.
Boulder, CO 80309

National Center for the Exploration of Human Potential
222 Westbourne Street
La Jolla, CA 92037

National Coal Association
Education Division
1130 17th Street, N. W.
Washington, DC 20036

National Commission for Cooperative Education
360 Huntington Avenue
Boston, MA 02115

National Commission on Resources for Youth, Inc.
36 W. 44th Street
New York, NY 10036

National Commission for Social Work Careers
2 Park Avenue
New York, NY 10016

National Committee for Careers in the Medical Laboratory
9650 Rockville Pike
Bethesda, MD 20014

National Committee on Household Employment
1346 Connecticut Avenue, N. W.
Washington, DC 20036

National Consumer Finance Association
Educational Services
1000 16th Street, N. W.
Washington, DC 20036

National Council for Homemaker-Home Health Aide Service, Inc.
67 Irving Pl.
New York, NY 10003

National Council of Technical Schools
1507 M Street, N. W.
Washington, DC 20005

National Easter Seal Society for Crippled Children and Adults
Information Center
2023 W. Ogden Avenue
Chicago, IL 60612

National Educational Advertising Services, Inc.
360 Lexington Avenue
New York, NY 10017

National Electric Sign Association
10912 South Western Avenue
Chicago, IL 60643

National Electrical Contractors Association, Inc.
Public Relations Services
7315 Wisconsin Avenue, N. W.
Washington, DC 20014

National Employment Association
1835 K Street, N. W.
Suite 910
Washington, DC 20006

National Employment Counselors Association
5203 Leesburg Pike
Falls Church, VA 22041

The National Executive Housekeepers Association, Inc.
Business and Professional Bldg.
Gallipolis, OH 45631

National & Farm Power Equipment Dealers Association
10877 Watson Road
St. Louis, MO 63127

National Federation of Licensed Practical Nurses, Inc.
888 Seventh Avenue
New York, NY 10019

National Fire Protection Association
Publication Sales Department
470 Atlantic Avenue
Boston, MA 02210

National Food Brokers Association
NFBA Bldg.
1916 M Street, N. W.
Washington, DC 20036

National Forest Products Association
Wood Industry Careers Program
1619 Massachusetts Avenue, N. W.
Washington, DC 20036

National Foundation of Funeral Service
1600-1628 Central Street
Evanston, IL 60201

National Foundry Association
9838 Roosevelt Road
P. O. Box 76
Westchester, IL 60156

National Free Lance Photographers Association
4 E. State Street
Doylestown, PA 18901

National Funeral Directors Association of the United States, Inc.
135 W. Wells Street
Milwaukee, WI 53203

National Hairdressers and Cosmetologists Association
3510 Olive Street
St. Louis, MO 63103

National Health Council
Box 40
Radio City Station
New York, NY 10019

National Home Study Council
1601 18th Street, N. W.
Washington, DC 20009

National Institute for Automotive Service Excellence
1825 K Street, N. W.
Washington, DC 20006

National Institute for the Foodservice Industry
120 S. Riverside Plaza
Suite 856
Chicago, IL 60606

National Joint Apprenticeship and Training Committee for the Electrical Industry
1730 Rhode Island Avenue, N. W.
Washington, DC 20036

National Junior Horticultural Association
384 Colonial Avenue
Worthington, OH 43085

National Knitted Outerwear Association
51 Madison Avenue
New York, NY 10010

National League for Nursing
Publications Unit
10 Columbus Circle
New York, NY 10019

National Machine Tool Builders' Association
7901 Westpark Drive
McLean, VA 22101

National Newspaper Association
1627 K Street, N. W.
Suite 400
Washington, DC 20006

National Outerwear and Sportwear Association, Inc.
347 Fifth Avenue
New York, NY 10016

National Paper Box Manufacturers Association, Inc.
12 North Broad Street
Philadelphia, PA 19107

National Paper Trade Association, Inc.
220 East 42nd Street
New York, NY 10017

National Pest Control Associaiton, Inc.
Career Information
8150 Leesburg Pike
Suite 1100
Vienna, VA 22180

National Petroleum Refiners Association
1725 DeSales Street, N. W.
Washington, DC 20036

National Police Chiefs & Sheriffs Information Bureau
Association of Commerce Building
828 N. Broadway
Milwaukee, WI 53202

National Press Photographers Association, Inc.
P. O. Box 1146
Durham, NC 27702

National Recreation and Park Association
1601 N. Kent Street
Arlington, VA 22209

National Restaurant Association
1530 N. Lake Shore Drive
Chicago, IL 60610

National Roofing Contractors Association
300 West Washington Street
Chicago, IL 60606

National Secretaries Association
2440 Pershing Road
Suite G-10
Crown Center
Kansas City, MO 64108

National Selected Morticians
1616 Central Street
Evanston, IL 60201

National Sheriff's Association
1250 Connecticut Avenue
Suite 320
Washington, DC 20036

National Shorthand Reporters Association
Suite 608
2361 S. Jefferson Davis Hwy.
Arlington, VA 22202

National Society of Interior Designers, Inc.
Suite 700
157 West 56th Street
New York, NY 10019

National Student Nurses' Association, Inc.
10 Columbus Circle
New York, NY 10019

National Terrazzo and Mosaic Association, Inc.
1901 Fort Myer Drive
Arlington, VA 22209

National Tool, Die & Precision Machining Association
Training Department
9300 Livingston Road
Washington, DC 20022

National Wildlife Federation
Educational Services Section
1412 16th Street, N. W.
Washington, DC 20036

National Writers Club
1365 Logan Street
Denver, CO 80203

New Careers Center
City University of New York
184 Fifth Avenue
New York, NY 10010

Newspaper Fund
Career Literature
P. O. Box 300
Princeton, NJ 08540

The Newspaper Guild
Research & Information Department
1125 15th Street, N. W.
Washington, DC 20005

New York Life, Career Information Service
Box 51
Madison Square Station
New York, NY 10010

New York State Camp Directors Association
P. O. Box 364
Lenox Hill Station, NY 10021

Non-Ferrus Founders' Society
14600 Detroit Avenue
Cleveland, OH 44107

Olin Corporation
Winchester-Group
East Alton, IL 62024

Open Die Forging Institute
440 Sherwood Road
La Grange Park, IL 60625

Operative Plasterers' and Cement Masons' International Association of the United States and Canada
1125 17th Street, N. W.
Washington, DC 20036

Optical Wholesalers Association
222 West Adams Street
Chicago, IL 60606

Painting and Decorating Contractors of America
7223 Lee Hwy.
Falls Church, VA 22046

Petroleum Marketing Education Foundation
Oil Heat Training Division
P. O. Box 11187
Columbia, SC 29211

Piano Technicians Guild
P. O. Box 1813
Seattle, WA 98111

Printing Industries of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, DC 20015

Professional Photographers of America, Inc.
1090 Executive Way
Des Plaines, IL 60018

Prudential Insurance Company
Box 36
Newark, NJ 07101

Public Personnel Association
1313 East 60th Street
Chicago, IL 60637

Public Relations Society of America, Inc.
Career Guidance
845 Third Avenue
New York, NY 10022

Refrigeration Service Engineers Society
2720 Des Plaines Avenue
Des Plaines, IL 60018

Retail Jewelers of America, Inc.
1271 Avenue of the Americas
Time & Life Building
Rockefeller Center
New York, NY 10020

Sales and Marketing Executives — International
380 Lexington Avenue
New York, NY 10017

Sales Association of the Chemical Industry, Inc.
50 E. 41st Street
New York, NY 10017

School of Visual Arts
Placement Office of the Alumni Society
209 E. 23rd Street
New York, NY 10010

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, NY 10017

Scientific Manpower Commission
1776 Massachusetts Avenue, N. W.
Washington, DC 20036

Scripps Institute of Oceanography
Public Affairs Office A-033
La Jolla, CA 92093

Selective Service System
National Headquarters
600 E. Street, N. W.
Washington, DC 20435

Sheet Metal and Air Conditioning Contractors' National Association, Inc.
107 Center Street
Elgin, IL 60120

Sheet Metal Workers' International Association
1000 Connecticut Avenue, N. W.
Washington, DC 20036

Shell Oil Company
3613 Polk Street
Houston, TX 77001

Shoe Service Institute of America
222 W. Adams Street
Chicago, IL 60606

Small Business Administration
Washington, DC 20416

Snyder Oceanography Services
Dept. C
169 Beacon Lane
Jupiter, FL 33458

Society of Actuaries
208 South LaSalle Street
Chicago, IL 60604

Society for the Advancement of Management
16 West 40th Street
New York, NY 10015

Society of American Foresters
Gifford Pinchot Forestry Bldg.
Wild Acres
5400 Grosvenor Lane
Washington, DC 20014

Society of Motion Picture & Television Engineers
Publications Department
862 Scarsdale Avenue
Scarsdale, NY 10583

Society of Naval Architects and Marine Engineers
One World Trade Center
Suite 1369
New York, NY 10048

Society of Nematologists
University of Georgia
Athens, GA 30602

Society of Petroleum Engineers of AIME
Department of Continuing Education and Career Guidance
Office of the Executive Secretary
6200 N. Central Expressway
Dallas, TX 75206

Society of the Plastics Industry
250 Park Avenue
New York, NY 10017

Society of Professional Journalists
Sigma Delta Chi
35 E. Wacker Drive
Chicago, IL 60601

Society for Public Health Education, Inc.
693 Sutter Street
Fourth Floor
San Francisco, CA 9410

Society of Real Estate Appraisers
7 S. Dearborn
Chicago, IL 60605

Society for Technical Communication
1010 Vermont Avenue, N. W.
Washington, DC 20005

Society of Toxicology
Medical College of Virginia, Health Sciences Division
Virginia Commonwealth University
Richmond, VA 23298

Soil Conservation Service
U. S. Department of Agriculture
Washington, DC 20250

Southern Furniture Manufacturers Associaton
P. O. Box 2436
High Point, NC 27261

Southern Regional Education Board
Publications Office
130 Sixth Street, N. W.
Atlanta, GA 30313

Stackpole Company
Cameron and Kelker Streets
Harrisburg, PA 17105

Standard Oil Company (NJ)
30 Rockefeller Plaza
New York, NY 10020

Steel Founders' Society of America
Westview Towers
21010 Center Ridge Road
Ricky River, OH 44116

Stewardess and Flight Service Career Guide
Stewardess Magazine
P. O. Box 188
Hialeah, FL 33011

Structural Clay Products Institute
1520 18th Street, N. W.
Washington, DC 20036

Sun Life Assurance Company of Canada
One North LaSalle Street
Chicago, IL 60602

Superintendent of Documents
U. S. Govt. Printing Office
Washington, DC 20402

Technical Education Research Centers
44 Brattle Street
Cambridge, MA 02138

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Tile Contractors' Association of America, Inc.
1901 Fort Myer Drive
Arlington, VA 22209

UNIPUB
Box 433
Murray Hill Station
New York, NY 10016

United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada
901 Massachusetts Avenue, N. W.
Washington, DC 20001

United Brotherhood of Carpenters and Joiners of America
101 Constitution Avenue, N. W.
Washington, DC 20001

United Garment Workers of America
31 Union Square
New York, NY 10003

United Papermakers and Paperworks
Papermakers Building
Albany, NY 12201

United Slate, Tile and Composition Roofers, Damp and Waterproof Workers Association
1125 7th Street, N. W.
Washington, DC 20036

U. S. Atomic Energy Commisson
Washington, DC 20545

U. S. Department of Agriculture
National Agricultural Library
Beltsville, MD 20705

U. S. Department of Agriculture
Office of the General Counsel
Personnel Operations Division
Office of Personnel
Washington, DC 20250

U. S. Department of Agriculture
Soil Conservation Service
Information Division
Washington, DC 20250

U. S. Department of Commerce
Maritime Administration
Washington, DC 20230

U. S. Department of Commerce
Merchant Marine Academy
Admissions Office
Kings Point, NY 11024

U. S. Department of Commerce
National Bureau of Standards
Washington, DC 20234

U. S. Department of Commerce
National Oceanic and Atmospheric Administration
12231 Wilkins Avenue
Rockville, MD 20852

U. S. Department of Defense
Army Recruiting Command Commander
U. S. Army Recruiting Command
ATTN: USARACASP-D
Fort Sheridan, IL 60037

U. S. Department of Defense
Department of the Army
Office of the Surgeon General
ATTN: HQDA (SGPE-PDM)
Washington, DC 20314

U. S. Department of Defense
Department of Army, ROTC
Fort Monroe, VA 23651

U. S. Department of Defense
Department of the Navy
U. S. Navy Recruiting Command
Available from local Navy Recruiting Officers

U. S. Department of Defnese
High School News Service
Bldg. X18
Naval Station
Norfolk, VA 23511

U. S. Department of Defense
U. S. Air Force ROTC
Maxwell Air Force Base, AL 36112

U. S. Department of Health, Education and Welfare
National Institute of Mental Health
Public Inquiries
5600 Fishers Lane
Rockville, MD 20795

U. S. Department of Health, Education and Welfare,
Office of Education
Superintendent of Documents
U. S. Govt. Printing Office
Washington, DC 20402

U. S. Department of the Interior
Bureau of Indian Affairs
Indian Education Resources Center
Division of Continuing Education
123 Fourth Street, S. W.
P. O. Box 1788
Albuquerque, NM 87103

U. S. Department of the Interior
Bureau of Reclamation
P. O. Box 25007
Denver Federal Center
Denver, CO 80225

U. S. Department of the Interior
National Park Service
Chief Personnel Officer
Washington, DC 20240

U. S. Department of Justice
Immigration and Naturalization Service
425 I Street, N. W.
Washington, DC 20536

U. S. Department of Labor
Bureau of Labor Statistics,
1515 Broadway
New York, NY 10036

U. S. Department of Labor
Bureau of Labor Statistics
Occupational Outlook Service
Washington, DC 20212

U. S. Department of Labor
Employment Standards
Administration-Women's Bureau
Washington, DC 20210

U. S. Department of Labor
Employment and Training Administration
Inquiries, Room 10225
Patrick Henry Bldg.
601 D Street, N. W.
Washington, DC 20213

U. S. Department of Labor
Office of Information
Publications and Reports
Office of the Secretary
Washington, DC 20210

U. S. Department of Labor
Department of Productivity & Technological Development
Superintendent of Documents
U. S. Govt. Printing Office
Washington, DC 20402

U. S. Department of State
Board of Examiners for the Foreign Service
Washington, DC 20520

U. S. Department of State
Employment Program
Washington, DC 20520

U. S. Department of Transportation
Federal Aviation Administration
Public Information Center
APA-430
800 Independence Avenue, S. W.
Washington, DC 20591

U. S. Department of Transportation
Federal Highway Administration
Distribution Section
400 Seventh Street, S. W.
NASSIF Building
Washington, DC 20590

U. S. Department of Transportation
U. S. Coast Guard
Commandant (G-PMR-4)
Washington, DC 20590

U. S. Department of Transportation
U. S. Coast Guard Academy
Director of Admissions
New London, CT 06320

U. S. Department of the Treasury
Internal Revenue Service
Material available from local District Director of Internal Revenue

U. S. Energy Research & Development Administration
Division of Personnel
Washington, DC 20545

U. S. Energy Research & Development Administration
Technical Information Center
P. O. Box 62
Oak Ridge, TN 37830

U. S. School of Professional Paperhanging, Inc.
16 Chaplin Avenue
Rutland, VT 05701

United Steelworkers of America
14600 Detroit Avenue
Cleveland, OH 44107

Upholsterers International Union of North America
1500 North Broad Street
Philadelphia, PA 19121

Utility Workers' Union of America
1875 Connecticut Avenue, N. W.
Washington, DC 20006

Veterans Education and Training Services (VETS)
National League of Cities/U. S.
Conference of Mayors
1620 I Street, N. W.
Washington, DC 20006

Vocational Industrial Clubs of America
105 N. Virginia Avenue
Falls Church, VA 22046

Washington International Arts Letter
Order Department
Box 9005
Washington, DC 20003

Water Pollution Control Federation
2626 Pennsylvania Avenue, N. W.
Washington, DC 20037

Western Interstate Commission for Higher Education
Publications Unit
P. O. Drawer P
Boulder, CO 80302

Western Psychological Services
Catalog Department
12031 Wilshire Blvd.
Los Angeles, CA 90025

Western Wood Products Association
Circulation Manager
Product Promotion
1500 Yeon Bldg.
Portland, OR 97204

W. E. Upjohn Institute for Employment Research
300 S. Westnedge Avenue
Kalamazoo, MI 49007

The Wildlife Society, Inc.
7101 Wisconsin Avenue
No. 611
Washington, DC 20014

Wood, Wire and Metal Laborers International Union
6530 New Hampshire Avenue
Takoma Park, MD 20012

Women's Equity Action League
Suite 200
733 15th Street, N. W.
Washington, DC 20005

Writer's Digest
9933 Alliance Road
Cincinnati, OH 45242

WWWWW/Information Services, Inc.
Box 3660
Rochester, NY 14609

YWCA — National Board
600 Lexington Avenue
New York, NY 10022

Consulate Offices

The counselor often has need of career guidance materials for the student from an international family or a student desiring international employment. Free information and materials are available from consulate offices that are extremely helpful in counseling these students. A young person who is fluent in more than one language has career options available in businesses within this country or in another country.

Afghanistan
Consulate Office
New York, NY 12297

Argentina
Consulate Office
1520 Texas Street
Houston, TX 77002

Australia
Consulate Office
Washington, DC 20009

Austria
Consulate Office
Dallas, TX 75222

Barbados
Consulate Office
New York, NY 12207

Belgium
Consulate Office
World Trade Building
Houston, TX 77006

Bolivia
Consulate Office
World Trade Building
Houston, TX 77006

Brazil
Consulate Office
3400 Montrose
Houston, TX 77006

Bulgaria
Office of the Embassy
2100 16th Street
Washington, DC 20009

Burma
Office of the Embassy
2300 S. Street
Washington, DC 20008

Burundi
Consulate Office
2717 Connecticut Avenue
Washington, DC 20009

Cambodia
Consulate Office
4500 Sixteenth Street
Washington, DC 20011

Cameroun
Counsulate Office
1705-07 New Hampshire Avenue
Washington, DC 20009

Canada
Consulate Office
Dallas, TX 75222

Ceylon
Consulate Office
New Orleans, LA

Chad
Consulate Office
1132 N. Hampshire Avenue
Washington, DC 20037

Chile
Consulate Office
602 Service
Houston, TX 77009

China
Consulate Office
World Trade Building
Houston, TX 77002

Columbia
Consulate Office
World Trade Building
Houston, TX 77002

Congo (Kinshasa)
Consulate Office
1800 N. Hampshire Avenue
Washington, DC 20009

Costa Rica
Consulate Office
1925 Southwest Freeway
Houston, TX 77006

Cyprus
Office of the Embasy
New York, NY

Dahomey
Office of the Embassy
2737 Cathedral Avenue
Washington, DC 20008

Denmark
Consulate Office
2100 Stemmons Freeway
Dallas, TX 75207

Dominican Republic
Consulate Office
1925 West Freeway
Washington, DC 20007

Ecuador
Consulate Office
1801 Marshall
Washington, DC 20008

El Salvador
Consulate Office
1616 Main
Washington, DC 20008

Estonia
Consulate Office
9 Rockefeller Plaza
New York, NY 10020

Ethiopia
Office of the Embasy
San Francisco, CA

Finland
Consulate Office
8222 Manchester
Houston, TX 77012

France
Consulate Office
Gulf Building
Houston, TX 77002

Gabon
Consulate Office
New York, NY 10020

Germany
Consulate Office
Simmons Building
Dallas, TX 75222

Ghana
Office of the Embassy
New York, NY 10020

Great Britian
Consulate Office
Dallas, TX 75222

Greece
Office of the Embassy
New York NY 10020

Guinea
Consulate Office
2112 Leroy Place
Washington, DC 20008

Guatemala
Consulate Office
1925 Southwest Freeway
Houston, TX 77002

Guyana
Consulate Office
New York, NY 10020

Haiti
Office of the Embassy
San Antonio, TX

Honduras
Consulate Office
1925 SW Freeway
Washington, DC 20007

Hungary
Office of the Embassy
Washington, DC

Iceland
Consulate Office
20002 Connecticut Avenue
Washington, DC 20008

India
Consulate Office
New York, NY 10020

Indonesia
Consulate Office
New York, NY 10020

Iran
Office of the Embassy
New York, NY 10020

Ireland
Consulate Office
New York, NY 10020

Italy
Consulate Office
Dallas, TX 75222

Ivory Coast
Consulate Office
2424 Massachusetts Avenue
Washington, DC 20008

Jamaica
Consulate Office
New York, NY 10020

Japan
Consulate Office
1st Nat'l. Bank Building
Houston, TX 77002

Jordan
Consulate Office
2311 Wyoming Avenue
Washington, DC 20008

Kenya
1875 Connecticut Avenue
Washington, DC 20008

Korea
2320 Massachusetts Avenue
Washington, DC 20008

Kuwait
Office of the Embassy
New York, NY 10020

Laos
Consulate Office
2222 S Street
Washington, DC 20008

Latvia
Office of the Embassy
Washington, DC

Lebanon
Consulate Office
Dallas, TX 75222

Lesothe
Office of the Embassy
Suite 300
1601 Connecticut Avenue
Washington, DC 20009

Liberia
Consulate Office
5201 16th Street
Washington, DC 20011

Libya
Consulate Office
2344 Massachusetts Avenue
Washington, DC 20008

Lithuania
Office of the Embassy
New York, NY 10020

Luxembourg
Consulate Office
2210 Massachusetts Avenue
Washington, DC 20008

Malagasy Republic
Office of the Embassy
New York, NY 10020

Malawi
Consulate Office
2632 Massachusetts Avenue
Washington, DC 20008

Malaysai
Consulate Office
Washington, DC

Mali
Consulate Office
2130 R Street
Washington, DC 20008

Malta
Office of the Embassy
New York, NY 10020

Mauritius
2308 W. Young Avenue
Washington, DC 20008

Mexico
Consulate Office
World Trade Building
Houston, TX 77002

Monaco
Consulate Office
New York, NY 10020

Morocco
Consulate Office
Dallas, TX 75222

Nepal
Consulate Office
2131 Leroy Place
Washington, DC 20008

Netherlands
Consulate Office
World Trade Building
Houston, TX 77002

New Zealand
Consulate Office
190 Observatory Circle
Washington, DC 20008

Nicaragua
Consulate Office
1925 Southwest Freeway
Houston, TX 77002

Niger
Consulate Office
2204 R Street
Washington, DC 20008

Nigeria
1333 16th Street
Consulate Office
Washington, DC 20036

Norway
Consulate Office
5505 Jackson
Houston, TX 77004

Pakistan
Office of the Embassy
New York, NY 10020

Panama
Consulate Office
1925 Southwest Freeway
Houston, TX 77002

Paraguay
Consulate Office
2400 Massachusetts Avenue
Washington, DC 20009

Phillippines
1517 Massachusetts Avenue
Washington, DC 20036

Poland
2640 16th Street
Washington, DC 20036

Portugal
Consulate Office
2125 Kalorama Road
Washington, DC 20008

Romania
Consulate Office
1607 23 Street
Washington, DC 20008

Rwanda
Consulate Office
1714 N. Hampshire Avenue
Washington, DC 20009

Saudi Arabia
Consulate Office
1520 18th Street
Washington, DC 20008

Senegal
Office of the Embassy
New York, NY 10020

Sierra Leone
Consulate Office
1701 19th Street
Washington, DC 20009

Singapore
Consulate Office
1824 R Street
Washington, DC 20019

Somalia
Consulate Office
1875 Conneticut Avenue
Washington, DC 20009

South Africa
Consulate Office
3051 Massachusetts Avenue
Washington, DC 20008

Spain
Consulate Office
Port Arthur, TX

Swaziland
Consulate Office
2233 Wisconsin Avenue
Washington, DC 20007

Sudan
Consulate Office
Office of the Embassy
New York, NY 10020

Sweden
Consulate Office
3400 Montrose
Houston, TX 77006

Switzerland
Consulate Office
2900 Cathedral Avenue
Washington, DC 20008

Tanzania
Consulate Office
2721 Conneticut Avenue
Washington, DC 20008

Thailand
Consulate Office
2300 Kalorama Road
Washington, DC 20008

Togo
Consulate Office
El Paso, TX

Trinidad & Tobago
Consulate Office
2009 Massachusetts Avenue
Washington, DC 20008

Tunisia
Office of the Embassy
Baltimore, MD

Turkey
Consulate Office
New Orleans, LA

Uganda
Office of the Embassy
New York, NY 10020

Union of Soviet Socialist Republics
Consulate Office
Washington, DC

Upper Volta
Consulate Office
New Orleans, LA

Uruguay
Office of the Embassy
Washington, DC

Venezuela
Consulate Office
World Trade Building
Houston, TX 77002

Viet Nam
Office of the Embassy
New York, NY 10020

Western Samoa
Consulate Office
Los Angeles, CA

Yugoslavia
Office of the Embassy
Washington, DC

Zambia
2419 Massachusetts Avenue
Washington, DC 20008

Current Occupational Outlook Material

The Bureau of Labor Statistics (BLS) of the U.S. Department of Labor conducts a continuing program to gather and disseminate information about occupations and manpower trends. The material described below contains occupational outlook information helpful to students, guidance counselors, placement officials, and others interested in manpower trends. All material, except the *Occupational Outlook Quarterly*, may be ordered from any regional office of the BLS.

Occupational Outlook Handbook is an encyclopedia of careers covering 850 occupations and over 30 major industries. Information is included for each job on:

- what the work is like
- job prospects
- personal qualifications, training, and educational requirements
- working conditions
- earnings
- chances for advancement
- where to find additional information.

This handbook is published every 2 years. Each edition has been completely updated to reflect the latest information on earnings and the effects of technological and economic changes on the job outlook.

Reprints from the Occupational Outlook Handbook contains leaflets presenting information about one or several closely related occupations and about major industries such as atomic energy. The reprints are especially useful to job seekers who want to know about a single field and to counselors who must "stretch" the contents in one *Occupational Outlook Handbook* among many students. A free price list of reprints may be obtained from any BLS regional office.

Occupational Outlook Quarterly is a periodical to help keep young people, manpower planners and counselors abreast of current occupational and manpower developments between editions of the biennially published *Occupational Outlook Handbook*. The *Quarterly*, written in nontechnical language and illustrated in color, contains articles on new occupations, training opportunities, salary trends, career counseling programs, and the results of new manpower studies conducted by BLS. Recent articles in the *Quarterly* are —

- Occupational Safety and Health Professionals
- Occupational Outlook for This Decade
- What's Happening to Jobs in the Library Field?
- Beginner's Guide to Work.

Orders must be sent to the Superintendent of Documents, U.S. Government Printing Office, Washington, DC, 20402.

Occupational Manpower and Training Needs is a publication showing for each of 240 white-collar, blue-collar, or service jobs the following: current employment, projected manpower requirements, and average annual openings, and a summary of available statistics on the number of people completing training in each field. The bulletin also discusses ways to analyze supply and demand data for use in planning education and training programs.

Computer Manpower Outlook contains the results of a study of the employment and training of computer manpower. This publication explores the impact of advancing computer technology on jobs and presents employment projections by industry for data processing machine repairers, systems analysts, programmers, computer and peripheral equipment operators, and keypunch operators.

Looking Ahead to a Career is a set of color slides (35 mm) showing, in chart form, today's occupational composition and the changes foreseen. Included are charts on such topics as —

- current employment by occupation and industry
- the effect of technology on jobs
- fields of work that look especially promising
- changing educational and training requirements.

This set updates the earlier slide series, "Jobs for the 1970's." The new series has been expanded and completely revised to reflect both employment information and the employment outlook.

These visual materials are useful for helping young people choose careers and for aiding vocational guidance and other manpower specialists to keep abreast of manpower trends. Slides are sold only by BLS regional offices — not by the Superintendent of Documents, Washington D.C.

Impact of Federal Pollution Control and Abatement Expenditures on Manpower Requirements outlines techniques for analyzing the potential effect of shifts in Federal spending on the creation or elimination of jobs. The study explains how many and what types of jobs are generated for each million dollars expended by the Federal Government for pollution control and abatement. Also included is a discussion of the degree to which skills learned in the aerospace industry are transferable to the pollution control field.

Occupational Supply: Concepts and Sources of Data for Manpower Analysis discusses the current state of occupational supply information, the uses of occupational supply information, conceptual problems, how information requirements vary among occupations with different skill and economic characteristics, and the availability of data to carry out good manpower analyses. A bibliography lists sources of supply information.

Education and Job Leaflets is a series of five leaflets that list jobs which require specified levels of education. Titles are:

"Jobs for Which . . .
A High School Education Is Preferred, But Not Essential
A High School Education Is Generally Required"
Apprenticeships Are Available"
Junior College, Technical Institute, or Other Specified Training Is Usually Required"
A College Education Is Usually Required."

For each job listed, information is included on the training required and the employment outlook. Free.

Motivational Leaflets is a series of 10 leaflets, each discussing the types of jobs that may be available to persons with an interest or proficiency in a particular academic subject or field. Free. Careers covered are —

CLERICAL JOBS
ECOLOGY
ENGLISH
FOREIGN LANGUAGES
LIBERAL ARTS
MATHEMATICS
OUTDOOR JOBS
REPAIRMAN OR MECHANIC
SCIENCE
SOCIAL SCIENCE.

All publications except the *Occupational Outlook Quarterly* may be ordered from any regional office of the Bureau of Labor Statistics, listed below.

1603 Federal Office Building
Boston, MA 02203

1515 Broadway
New York, NY 10036

P. O. Box 13309
Philadelphia, PA 19101

1371 Peachtree Street N. E.
Atlanta, GA 30309

230 South Dearborn St.
Chicago, IL 60604

555 Griffin Square Bldg.
Dallas, TX 75202

911 Walnut St.
Kansas, MO 64106

450 Golden Gate Ave.
Box 36017
San Francisco, CA 94102

A Reminder: Most occupational outlook publications are eligible for purchase by schools under Title II (funds for library resources) of the Elementary and Secondary

Education Act. Under certain circumstances, publications also may be obtained under Title I of the Act (programs for disadvantaged children) and Title III (innovative educational programs). For information about these fund sources, contact the appropriate Title Coordinator of the State Education Agency.

Interested in occupational outlook, employment, and manpower trends? Send requests to:

Occupational Outlook Service
U.S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20212.

Career Counseling of the Handicapped

As of September 1, 1974, a restructured program of media and materials support services was initiated by the Bureau of Education for the Handicapped, Learning Resources Branch (BEH/LRB). Specialized Offices and Area Learning Centers (ALC) are invaluable to the counselor in assisting handicapped individuals to enter the working world.

Directory of Specialized Offices

Special Office for the Visually Impaired (SI)
American Printing House for the Blind
1839 Frankfort Avenue
Box 6085
Louisville, KY 40206
(502) 895-2406

Specialized Office for the Deaf and Hard of Hearing (S2)
University of Nebraska-Lincoln
175 Nebraska Hall
Lincoln, NB 68588
(402) 472-2141

Specialized Office Three (S3)
467 Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, WI 53706
(608) 263-7851

Special Office for Materials Distribution (SOMD)
Indiana University
Audio-Visual Center
Bloomington, IN 47401
(812) 337-2853 — Main Office
(812) 337-1511 — Circulation Department

Directory of Area Learning Resource Centers (ALRC)

Northwest ALRC
University of Oregon
Clinical Services Building, Third Floor
Eugene, OR 97403
(503) 686-3591

California LRC
600 South Commonwealth Avenue, Suite 1304
Los Angeles, CA 90005
(213) 381-2104

Southwest ALRC
New Mexico State University
Box 3AW
Las Cruces, NM 88003
(505) 646-1017

Midwest ALRC
Drake University
1336 26th Street
Des Moines, IA 50311
(515) 271-3951

Texas ALRC
The University of Texas at Austin
College of Education Building
1912 Speedway
Austin, TX 78712
(512) 471-3145

Great Lakes ALRC
Michigan Department of Education
P. O. Box 420
Lansing, MI 48902
(517) 373-9433

ALRC #7
Educational Media and Information Service
Department for Exceptional Children
Illinois Office of Education
100 North First Street
Springfield, IL 62777
(217) 782-2436

Ohio ALRC
933 High Street
Worthington, OH 43085
(614) 466-2650

Northeast ALRC
168 Bank Street
Highstown, NJ 08520
(609) 443-5753

New York State ALRC
55 Elk Street, Room 117
Albany, NY 12234
(518) 474-2251

National Learning Resource Center of Pennsylvania
Ansley Building, Old Easton Road
Doylestown, PA 18901
(215) 265-3706

Mid-East ALRC
University of Kentucky
123 Porter Building
Lexington, KY 40506
(606) 258-4921

Southeast LRC
Auburn University at Montgomery
Montgomery, AL 36109
(205) 279-9110, Ext. 258

Serving all ALRCs

NCEMMH Coordination Services for ALRCs
National Center on Educational Media and Materials for the Handicapped

The Ohio State University
Columbus, OH 43210
(614) 422-7596

Classifying Information

Once a library has been started for the counseling of the high school student toward a work environment, a method for organizing the materials should be considered. A useful publication for doing this is:

"A Classification Scheme for Career Education Resource Materials" by Ronald G. Koontz
U. S. Department of Health, Education, and Welfare
Office of Education
Office of Career Education
Washington, DC (June, 1975).

Reference

Ruttenberg, Stanley H. and Assoc. (Ed.), *Multiple choice/careers for the future.* Produced by American Foundation on Automation and Employment, Inc., under a grant from the U. S. Department of Health, Education, and Welfare, Office of Education, 1971.